ED 186 576 AA 001 078

Resources in Education (RIE). Volume 15, Number 10.

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 80
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $42.70 (Domestic), $53.40 (Foreign).
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, Education, *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 186 577 CE 017 723

Siegal, Jane

The Career Education Policy Project (CEPP): Connecting Educators, Policymakers, and the Public. Annual Evaluation Report. Final Report. July 1, 1975-June 30, 1976.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Note-189p.; The first appended booklet will not reproduce well due to brown ink. For related documents see ED 114 586 and ED 120 411.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Career Education, Concept Formation, *Education Work Relationship, *Policy Formation, Political Issues, Program Effectiveness, Public Opinion, *Public Policy, *Public Support, Radio, Seminars

Identifiers-Career Education Policy Project, Education Amendments 1974

To inform and interconnect educational practitioners, knowledge-makers, policymakers, and the consuming public around the issues and potential of career education, the Career Education Policy Project (CEEP) collaborated with several existing programs to expose out-of-town leaders of the career education movement to the federal policymaking process. In the project year ending June 1976, the project (1) aired four well-received one-hour Options in Education'' broadcasts on career education and related themes over National Public Radio, (2) conducted two Washington Policy Seminars, (3) supervised the activities of three state-based and three city-based associates who conducted seminars and other activities for policymakers, and (4) sponsored two visits of senior Congressional and agency officials to career education sites (as well as two dinner meetings featuring nationally known experts). The activities elicited favorable reactions from participants and audiences. They demonstrated, however, that the career education movement suffers from predictable growing pains. As it gains acceptance in public educational circles and, unsurprisingly, in business and industry, it continues to cause some confusion among politicians, lay groups, and the public at large whose support is essential if it is to make a real difference in American education. The problems of definition need constant examination. The project did much for the illumination of key career education questions; much work in presenting career education's excellent case still needs doing. (The Options'' scripts are appended). (JT)

ED 186 578 CE 021 469

Harrington, Lois G. And Others

Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date-78
Grant-G05-77-00149
Note-213p.; For a related document see ED 170 597.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Competency Based Teacher Education, Demonstration Programs, Guidelines, Postsecondary Education, Program Administration, Program Development, *Program Implementation, *Staff Development, *Vocational Education, Vocational Education Teachers

Divided into ten chapters, this document provides for implementing a competency-based staff development (CBSD) program for postsecondary occupational instructors. It also provides case examples of two exemplary CBSD postsecondary programs. Chapter 1 contains an introduction to CBSD programs. Chapter 2 discusses the competency identification process. The steps in conducting a needs assessment are presented in the third chapter. In chapter four information is presented concerning the development of professional growth plans. The fifth chapter examines the role of the resource person in CBSD programs, and chapter 6 examines the selection and development of CBSD materials and other resources. Alternative implementation procedures are presented in chapter 7. Procedures involved in managing a staff development program are presented in chapter 8, while chapter 9 provides information for planning the orientation of personnel. The final chapter examines the evaluation of the staff development program. The following information is appended: a review of the literature on personnel development needs of postsecondary vocational-technical teachers; an annotated bibliography of resources for CBSD programs; a master list of categories and performance elements; competency areas identified as relevant to postsecondary instructors; and a selected bibliography. (BM)

ED 186 579 CE 021 512

Occupational Education for Students with Special Needs: Master Table of Contents for 17-Volume Series.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-119p.; For related documents see CE 021 513-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($10.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Competency Based Education, Course Content, Curriculum Guides, *Disabilities, Employment Potential, Indexes, Interpersonal Competence, Job Skills, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Vocational Education

This master table of contents provides a comprehensive overview of all seventeen books included in a series of curriculum resource guides for occupational teachers who work with special needs students. Each

includes performance objectives and suggested instructional activities for job behaviors and attitudes common to all employment as well as to the specific occupation. Books included in the series are Automotive Maintenance; Body and Fender Repair; Building Maintenance; Building Trades; Distributive Services; Electronic Assembly; Floriculture; Food Services; Graphics; Mechanical Assembly; Office Services; Ornamental Horticulture; Packaging; Personal Services, Health Oriented; Personal Services, Housekeeping Oriented; Plastics Manufacturing and Assembling; and Wood Products Assembly. (LRA)

ED 186 580 CE 021 513

Occupational Education for Students with Special Needs: Automotive Maintenance.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Spons Agency-New York State Education Dept., Albany.

Pub Date-75

Note-320p.; For related documents see CE 021 512-529.

Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics, Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Maintenance, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education, Vocational Education

This curriculum resource guide on automotive maintenance is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: batteryman, brakedrum-lathe operator, brakeman, exhaust system parts changer, lubrication man, new car get-ready man, service station attendant, and shock absorber installer. Each job module begins with a job description followed by instructional activities and a performance objective for each of eighty-five instructional topics. Also included are appropriate personal appearance topics. (LRA)

ED 186 581 CE 021 514

Occupational Education for Students with Special Needs: Body & Fender Repair.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-300p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Body Repairers, Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education, Vocational Education

This curriculum resource guide on body and fender repair is one of a series of seventeen specialized curriculum guides for occupational education for the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: auto body compounder, auto body disassembler and assembler, auto body masker, auto body sander, building maintenance cleaner, polisher and get-ready man, and helper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each of seventy-six topics. Also included are appropriate personal appearance topics. (LRA)

ED 186 582 CE 021 515

Occupational Education for Students with Special Needs: Building Maintenance.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75

Note-409p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Buildings, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, *Maintenance, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Vocational Education

This curriculum resource guide on building maintenance is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: building maintenance cleaner; mechanic helper; duster; floor machine operator; floor mopper and waxer; housekeeper; maintenance worker; nursery porter; porter; sweeper; tugger, sweeper, and scrubber operator; and washroom cleaner. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 583 CE 021 516

Occupational Education for Students with Special Needs: Building Trades.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-469p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Building Trades, Competency Based Education, Curriculum Guides, *Disabilities, Educational Objectives, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities,

Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education, Vocational Education

This curriculum resource guide on building trades is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: siding installer helper, carpenter helper, electrician helper, floor tile installer helper, lumberyard attendant, mason helper, mill hand helper, plumber helper, roofer helper, scaffold installer helper, sheetrock installer helper, sheetrock taping helper, and stapler. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 584 CE 021 517

Occupational Education for Students with Special Needs: Distributive Services.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-507p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, *Distributive Education, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, Vocational Education

This curriculum resource guide on distributive services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handcapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as boxcar loader, carpet and linoleum handler, carton assembler, cosmetics assembly line worker, driver helper, fitting room attendant, forklift operator, garment boxer, housekeeper, interoffice and station messenger, and wrapper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 585 CE 021 518

Occupational Education for Students with Special Needs: Electronic Assembly.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-327p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Electronics, *Electronic Technicians, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education, Vocational Education

This curriculum resource guide on electronic assembly is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perserverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: electronic coil winder, heat sealer, injection molding worker, inspection helper, interoffice and station messenger, parts and stock distributor, printed circuit board assembler, production assistant, purchasing helper, shipping clerk-helper, and wire lead assembler. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 586 CE 021 519

Occupational Education for Students with Special Needs: Floriculture.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-278p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, *Floriculture, Hygiene, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides

This curriculum resource guide on floriculture is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance activities are included for each topic. The remainder of the guide is comprised of job modules for the following: floral design assembler, floral design assembler assistant, floral design packer, flower shop assistant, pot plant assistant, styrofoam cutter, and wholesale florist assistant. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 587 CE 021 520

Occupational Education for Students with Special Needs: Food Services.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.

Pub Date-75
Note-335p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00: handling charges: total set $10.00; individual documents $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, *Food Service Occupations, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, *Occupational Home Economics, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides

This curriculum resource guide on food services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as cafeteria and diner counter helper, caterer and institution food service helper, clean-up helper, equipment maintenance worker, food service attendant, grill worker, produce preparer, and salad maker. Each job module begins with a job description follow by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

Occupational Education for Students with Special Needs: Graphics.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-364p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, *Graphic Arts, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education

This curriculum resource guide on graphics is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: binder assistant, carton assembler, film developer, forklift operator, lithographic-camera operator, paper cutter, paper handler, plate maker, shipping clerk helper, stripper, and wrapper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 589 CE 021 522

Occupational Education for Students with Special Needs: Mechanical Assembly.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-379p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: totel set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assembly (Manufacturing), Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education

This curriculum resource guide on mechanical assembly is one of a series of seventeen specialized curriculum guides for occupational education for the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as automatic machine operator, basic assembly machine operator, basic assembly worker, computer-controlled machine operator, heat sealer, injection molding worker, inspection helper, paint sprayer, and shipping clerk helper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 590 CE 021 523

Occupational Education for Students with Special Needs: Office Services.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-323p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, *Office Occupations Education, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides

This curriculum resource guide on office services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following occupations: bank clerk assistant, collator, file clerk assistant, interoffice and station messenger, mimeograph worker, photocopy machine worker, proof machine operator, receptionist, and spirit duplicator worker. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 591 CE 021 524

Occupational Education for Students with Special Needs: Ornamental Horticulture.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-372p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Education, Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, *Ornamental Horticulture, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Vocational Education

This curriculum resource guide on ornamental horticulture is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative, and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as advanced landscape gardener's helper, beginning landscape gardener's helper, flower cutter, forklift operator, greenhouse worker, nurseryman's helper, nursery porter, nursery worker, and stock handler. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included as a part of each job module are appropriate personal appearance topics. (LRA)

ED 186 592 CE 021 525

Occupational Education for Students with Special Needs: Packaging.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75

Note-386p.; For related documents see CE 021 512-523.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, *Distributive Education, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides
Identifiers-*Packaging

This curriculum resource guide on packaging is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following occupations: binder assistant, carton assembler, garment boxer, interoffice and station messenger, paper cutter and wrapper, plastic and cellophane sealer, ribbon boxer, sandwich packager, shipping clerk helper, swimming pool and ice skating rink cover packer, thermal heat sealer, and wrapper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 593 CE 021 526

Occupational Education for Students with Special Needs: Personal Services, Health Oriented.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-304p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes; $75.00; handling charges: total set $10.00; individual documents, ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, *Health Occupations, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Vocational Education
Identifiers-Personal Services

This curriculum resource guide on health oriented personal services is one of a series of seventeen specialized curriculum guides for occupational education for the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: aide for homebound person, caterer and institution food service helper, clean-up helper, dietary aide, housekeeper, nursery assistant, porter, sweeper, table setting helper, and transportation aide. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 594 CE 021 527

Occupational Education for Students with Special Needs: Personal Services, Housekeeping Oriented.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Spons Agency-New York State Education Dept., Albany.

Pub Date-75

Note-325p ; For related documents see CE 021 512-529.

Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, *Housekeepers, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, *Occupational Home Economics, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides

This curriculum guide on housekeeping oriented personal services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior

clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. The remainder of the guide is comprised of job modules for the following: clean-up helper, hotel/motel maid, housekeeper, laundry folder, laundry ironer and presser, laundry worker, laundry wrapper, porter, shirt labeler, sweeper, and washroom cleaner. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 595 CE 021 528

Occupational Education for Students with Special Needs: Plastics Manufacturing and Assembling.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-412p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assembly (Manufacturing), Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Industrial Arts, Interpersonal Competence, *Job Performance, Job Skills, Learning Activities, Mainstreaming, *Plastics, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education

This curriculum resource guide on plastics manufacturing and assembling is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as assembly worker, blow molding machine operator, calendering operator, carton assembler, extruder operator, garment boxer, paint sprayer, paper cutter and wrapper, plastic and cellophane package sealer, and production assistant. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

ED 186 596 CE 021 529

Occupational Education for Students with Special Needs: Wood Products Assembly.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-75
Note-360p.; For related documents see CE 021 512-529.
Available from-Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set, $10.00; individual documents, $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assembly (Manufacturing), Behavioral Objectives, Competency Based Education, Curriculum Guides, *Disabilities, Employment Potential, Hygiene, Interpersonal Competence, Job Skills, Learning Activities, Mainstreaming, Postsecondary Education, Secondary Education, *Special Education, Teaching Guides, *Trade and Industrial Education, *Woodworking

This curriculum resource guide on wood products assembly is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following occupations: asembly worker, inspection helper, interoffice and station messenger, moisture controller, paint sprayer, parts and stock distributor, production assistant, purchasing helper, ribbon boxer, shipping clerk helper, wood bonder, wood filler and stainer, and wood kit assembler. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instruction topic. Also included as a part of each job module are appropriate personal appearance topics. (LRA)

ED 186 597 CE 022 966

Hogue, Ken

Identification and Analysis of Emerging Occupations in Marketing and Distributive Education. Final Report.

Texas A and M Univ., College Station. Dept. of Industrial Education.

Spons Agency-Texas Education Agency, Austin.

Pub Date-Jul 79

Note-146p.; Some tables will not reproduce well due to poor print quality.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Careers, *Distributive Education, *Distributive Education Teachers, *Marketing, *Occupational Information, Occupational Surveys, *Occupations, Secondary Education, State Surveys, Student Employment

Identifiers-*Emerging Occupations, *Texas

A study was conducted to identify new and emerging jobs in marketing and distributive education. Two job survey booklets were constructed and used to collect job information from 397 businesses and 318 distributive education coordinators in Texas. Additional investigations were made to determine if coordinator's background or school location was related to the jobs where coordinators placed students for training. As a result of the surveys, over one hundred jobs were identified as new and emerging. These jobs were further investigated to develop job descriptions and employment requirements for each. In addition, it was found that the work experience of coordinators influences their placement activities and who they talk to about distributive education placement. Demographic and background data collected indicated that 52 percent of the coordinators are located in schools in low or lower to middle income communities. Also, 20 percent of the coordinators reported that 45 percent of their students are enrolled in distributive education to supplement family income. (LRA)

ED 186 598 CE 022 969

Occupational Investigation. Teacher's Handbook. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-79
Note-177p.; The organizational charts in Appendix A will not reproduce well. For related documents see CE 022 970-973 and CE 022 977.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($3.75)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Advisory Committees, Career Choice, Career Education, *Career Exploration, *Career Planning, Classroom Design, *Classroom Techniques, Community Resources, Disabilities, Educational Opportunities, Grade 7, Grade 8, Graduation Requirements, Junior High Schools, *Public Relations, School Community Relationship, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teaching Guides, *Teaching Methods, Vocational Education
Identifiers-Texas

This teacher's handbook provides suggestions for organization and presentation of resource and instructional materials found in four occupational investigation guides available separately (see Note). Chapter 1 explains Texas Education Agency operations and the Occupational Investigation program and policies. Chapter 2 discusses public relations activities: working with school personnel and parents, utilizing media and community resources, and recruiting students. Need for and development and role of advisory committees are discussed in chapter 3. Chapter 4 provides suggestions for organizing instructional and resource materials, developing a filing system, and arranging and decorating the classroom. Chapter 5 presents alternate instructional methods, such as career study tours, career day/week, and guest speakers. Chapter 6, materials for classroom management, includes a basic course outline, unit teaching time schedule, and lesson planning guide. Chapter 7 contains basic education information, including requirements for high school graduation and descriptions of Texas vocational programs. Chapters 8 and 9 discuss issues related to working with handicapped students and offer guidelines and suggestions for eliminating sexism in the classroom. Appendixes, amounting to approximately one-half of the guide, include educational organization charts, program standards, and sample materials, such as news releases, letters, questionnaires, learning activity worksheets, and management forms. (YLB)

ED 186 599 CE 022 970

Educational Planning. Occupational Investigation Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-79
Note-75p.; For related documents see CE 022 969-973 and CE 022 977.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($5.25)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Development, *Career Education, *Career Planning, *Educational Opportunities, *Educational Planning, Education Work Relationship, Goal Orientation, Grade 7, Grade 8, Junior High Schools, Learning Activities, Teaching Guides

This occupational investigation guide contains learning activities for instruction in educational planning. Activities included in the guide focus on areas such as (1) reinforcing learning, (2) isolating significant life experiences, (3) establishing goals, (4) classifying goals, (5) planning life goals, (6) practicing decision-making, (7) solving problems, (8) researching high school curriculum, (9) charting a tentative high school plan, (10) obtaining information about postsecondary education and training, and (11) researching post-high school training opportunities. Each activity includes six basic components: objectives, suggested activities, directions, information sheets, transparency masters, and student handouts. (LRA)

Occupational Clusters. Occupational Investigation Guide. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-79
Note-248p.; For related documents see CE 022 969-972 and CE 022 977.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agricultural Education, Allied Health Occupations, Building Trades, Business Education, *Career Education, *Career Planning, Communications, Distributive Education, Environment, Fine Arts, Grade 7, Grade 8, Junior High Schools, Learning Activities, Manufacturing, Marine Biology, *Occupational Clusters, Occupational Home Economics, *Occupational Information, Public Service Occupations, Teaching Guides, Transportation, Vocational Education

This occupational investigation guide contains learning activities for instruction in fifteen occupational clusters: (1) agribusiness and natural resources, (2) business and office, (3) communications and media, (4) construction, (5) consumer and homemaking, (6) environment, (7) fine arts and humanities, (8) health, (9) hospitality and recreation, (10) manufacturing, (11) marine science, (12) marketing and distribution, (13) personal services, (14) public services, and (15) transportation. In addition, an introductory section contains learning activities designed to aid the student in learning to name the occupational clusters and locating occupational information. Each activity includes six basic components: objectives, suggested activities, directions, information sheets, transparency masters, and student handouts. (LRA)

ED 186 601 CE 022 972

Economic and Societal Factors. Occupational Investigation Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-79
Note-166p.; For related documents see CE 022 969-973 and CE 022 977.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($2.75)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Planning, Employer Employee Relationship, *Employment, Employment Interviews, Employment Opportunities, Employment Services, Grade 7, Grade 8, *Job Application, *Job Placement, *Job Search Methods, Junior High Schools, Learning Activities, Portfolios (Background Materials), Teaching Guides
Identifiers-Texas

This occupational investigation guide contains learning activities for instruction in economic and societal factors. Activities included in the guide focus on areas such as (1) locating employment sources, (2) locating salaries in classified ads, (3) selecting suitable jobs, (4) learning about the services of the Texas employment commission, (5) using a telephone correctly, (6) learning a business letter form, (7) defining terms on job applications, (8) writing a resume, (9) simulating a job application/job interview, and (10) recognizing employee's responsibility to the employer. Each activity includes six basic components: objectives, suggested activities, directions, information sheets, transparency masters, and student handouts. (LRA)

ED 186 602 CE 022 973

Self-Appraisal. Occupational Investigation Guide. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-79
Note-98p.; For related documents see CE 022 969-972 and CE 022 977.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($4.25).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, *Career Planning, Grade 7, Grade 8, Individual Characteristics, Interest Inventories, Junior High Schools, Learning Activities, Occupational Aspiration, *Self Evaluation (Individuals), Teaching Guides, Vocational Aptitude

This occupational investigation guide contains learning activities designed to aid the student in self-appraisal. Activities included in the guide focus on areas such as (1) recognizing basic needs, (2) taking a self-assessment, (3) recognizing individuality, (4) finding one's interests, (5) recognizing abilities, (6) building a winning personality, (7) completing an interest inventory, (8) understanding aptitude, (9) following directions, (10) evaluating grades, (11) relating personal requirements to occupations, and (12) identifying job values. Each activity includes six basic components: objectives, suggested activities, directions, information sheets, transparency masters, and student handouts. (LRA)

ED 186 603 CE 022 977

Development of Occupational Investigation Resource Materials. Final Report: Research Project in Occupational Education.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-30 Jun 79

Note-51p.; For related documents see CE 022 969-973.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Choice, Career Education, *Career Exploration, *Career Planning, *Curriculum Development, Economic Factors, Educational Development, Educational Research, Field Tests, Grade 7, Grade 8, Junior High Schools, *Learning Activities, Literature Reviews, *Material Development, Occupational Clusters, Prevocational Education, Research Utilization, Self Evaluation (Individuals), Social Influences, Student Educational Objectives, Teaching Guides

Identifiers-Texas

In response to a need for quality resource materials for the Occupational Investigation component of Occupational Orientation, a project developed guides that addressed the needs of the four program components: self-appraisal, economic and societal factors, occupational clusters, and educational planning. A teacher's handbook was developed to coordinate student activities, as compiled in the guide, with course goals (see Note). A literature review surveyed topic areas related to design and course of the project career education, occupational orientation, and developmental research and utilization. The Developmental Research Model was used to manage the project and examine specific development activities. The analysis phase consisted of problem analysis and information selection. Activities during the development phase the major project focus included gathering and assessing information (literature review, site visits, and meeting of guest writers and consultants), product innovation (writing outcomes), and project realization (prototype guides). During the evaluation phase the guides were field tested, efficiency and effectiveness of the activities evaluated, and each guide then revised. Instructors indicated

preferences for illustrations, paper-and-pencil inventories, and practical hands-on'' activities. Field testing revealed a consistent need to adjust suggested time parameters for activities. The teacher's guide was reviewed by advisory committee members. (YLB)

ED 186 604 CE 022 988

Indiana Vocational-Technical Education Research and Service Center. Final Report.
New Educational Directions, Crawfordsville, Ind.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Sep 79
Note-51p.; Some pages will not reproduce well due to broken type.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Evaluation, Program Descriptions, Program Evaluation, *Program Proposals, Proposal Writing, Quality Control, Reports, State Aid, *State Boards of Education, State Programs, Statewide Planning, Technical Writing, *Vocational Education
Identifiers-Indiana, State Board of Vocational and Technical Education

To increase quality of Indiana State Board of Vocational and Technical Education (SBVTE) proposals and final reports, a study assessed the quality of sixty SBVTE proposals and final reports from fiscal year 1976-77 and provided SBVTE with quantified descriptions of them. The first review involved acquiring descriptive information about how the entire group handled a document section by applying two general questions: what necessary information is typically included? and what pertinent information is missing? A rating system, Indicators of Project Quality, developed cooperatively with the project monitor, served as the second review process. These major findings were identified: (1) objectives as presented in the proposal are the best predictor of overall project quality; (2) projects with high quality proposals tend to have high quality final reports, and projects with low quality proposals tend to have low quality final reports; (3) writers of proposals and final reports tend to follow SBVTE guidelines, whether appropriate or not; (4) content of documents consistently received lower ratings than format; (5) quality of funded projects differs according to nature of funded organization; and (6) project quality tends to increase as the funding level increases. (Appendixes include the review instruments and materials, which expand on the findings.) (YLB)

ED 186 605 CE 023 518

Skinkle, John D.

Vocational Education History Interpreted: State of the Art, Issues, and Problems.

Pub Date-79

Note-11p.; Paper presented at the Symposium on Historiography at the National Convention of the American Vocational Association (Anaheim, CA, 1979).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Credibility, *Educational History, *Educational Philosophy, *Educational Principles, Educational Research, Foundations of Education, *Historiography, *Vocational Education

Identifiers-Educational Essentialists, Educational Perennialists, Revisionists

Past historical studies have resulted in contradictory interpretations of the social-philosophical motives underlying the early rationale of the vocational education movement. Contemporary vocational educators argue that early tenets (and the underlying philosophy of providing more equal opportunity and freedom of occupational choice) have not been transmitted to the present-day interpretation of vocational education. Historians critical of vocational education have claimed that the philosophy underlying vocational education was basically conservative and designed to slot individuals into lower rungs of an educational ladder. The even more radical revisionist historians have cast early leaders in the role of conservative social-control'' advocates. Vocational education has been unable to react to criticism within a philosophic framework or present alternative evidence which demonstrates adherence to a historical pattern of value-related standards. While criticism has focused on operational as well as philosophical dimensions, more ideological criticisms have come from the educational essentialists and education perennialists. Perennialists criticize vocational education which trains students to do a servile, task as debasement of human nature.'' Essentialists advocate an educational system excluding vocational training. Reasoned argument, supported by documentation of empirical evidence, is crticial in establishing credibility for the field of vocational education. (YLB)

ED 186 606 CE 023 562

Summaries of Reports in Curriculum Development. Compiled by Graduate Students in VTE 680 Curriculum Development, Spring Semester, 1979.

State Univ. of New York, Utica.
Pub Date-Jun 79
Note-247p.; Some pages will not reproduce well due to thin, blurred type.
Pub Type- Collected Works - General (020) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Administrator Role, Adult Vocational Education, Advisory Committees, Career Education, Competency Based Education, Comprehensive Programs, Cooperative Education, *Curriculum Development, *Disabilities, Discipline, Educational Facilities, *Educational Objectives, *Educational Planning, Federal Legislation, Mainstreaming, Planning, Principals, Program Development, Reports, Secondary Education, Slow Learners, Social Influences, Sociology, Special Programs, Statewide Planning, Teacher Role, Technological Advancement, *Vocational Education

The sixteen chapters in this publication represent summaries and combinations of weekly reports done by students in the graduate course, Curriculum Development in Vocational Education. These reports on selected topics pertaining to curriculum development in vocational education are presented in the following format: discussion of the topic with extensive reference to the literature, a reference list, and (frequently) a list of suggested readings. Topic titles include State Plans and Curriuclum Planning; National Legislation and Curriculum; Role of Advisory Committees in Curriculum Planning; Discipline: A School Curricular Issue; Students with Special Needs The Slow Learner; Teaching the Handicapped; Vocational Education for the Handicapped; Competency-Based Vocational Education and Curriculum Development; Technological Change and Curriculum Development; Facilities Planning and the Curriculum; Career Education and Curriculum Development; Cooperative Education; Comprehensive High School Curriculum and Adult Vocational Education Curriculum; The Role of the Teacher, Principal, and Administrator in Curriculum Planning; Sociological Factors in Vocational Education; and Goals of Vocational Education. (YLB)

ED 186 607 CE 023 641

Hurwitz, Alan

Bilingual Vocational Instructor Training. Information Series No. 201.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-80

Note-49p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, *Bilingual Teachers, Educational Legislation, Federal Legislation, Postsecondary Education, Program Design, Secondary Education, Teacher Certification, *Teacher Education, *Teacher Role, *Teaching Skills, Vocational Education, *Vocational Education Teachers

This report discusses the background, needs, and major issues in preparing bilingual vocational instructors. Following a brief discussion of the significance of bilingual vocational instructor training, the second section uses statistics in describing potential recipients of bilingual vocational education and discusses the growth of bilingual education activities to serve them. In separate sections legislative developments that have influenced bilingual education are analyzed and bilingual vocational programs currently in progress for which instructors are needed are overviewed. The major section of the report focuses on the training of these instructors through (1) a conceptualization of the role itself (including bilingual, vocational, and instructional aspects), (2) an overview of eight significant training efforts nationwide, and (3) a discussion of issues involved in designing training, programs, such as basic approaches of training programs, competencies needed by the instructors, certification, career objectives, and language skill. (YLB)

ED 186 608 CE 023 643

Long, Thomas E.

Basic Mathematics Skills and Vocational Education. Information Series No. 199.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-80
Contract-300-78-0032
Note-34p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.80).
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, *Career Education, Competence, Computation, Curriculum Development, Disabilities, *Education Work Relationship, Females, Individualized Instruction, Integrated Curriculum, *Mathematics, Metric System, Public Opinion, Public Support, Relevance (Education), *Skill Development, *Vocational Education

This review and synthesis focuses on issues concerning the relationship between basic mathematics competency and vocational education. A section which outlines the problem the lack of basic competency in computational skills in youth and adults discusses the work of the National Assessment of Educational Progress to evaluate student performance and declining scores on Iowa Tests of Basic skills and California Achievement Tests. Support for remedying skill deficiencies is described as coming from implementing career education in the mathematics classroom and the public's support of increased emphasis on careers in high school as shown by the Phi Delta Kappa based on Gallup Polls of Public Attitudes Toward Education. A section that makes special note of the problem of defining basic skills'' suggests that skills can be specified only as being basic when that to which they are basic is specifically stated. The need for vocational educators to search for and specify the mathematical applications that underlie vocational emphasis is briefly considered. The section following provides examplars of the varied approaches of mathematics and vocational educators to the issues of mathematics in vocational curricula, individualization, metrication, and instruction for special needs groups. Concluding lists of observations and recommendations summarize the information presented in the monograph. (YLB)

ED 186 609 CE 023 645

Hu, Teh-wei

Studies of the Cost-Efficiency and Cost-Effectiveness of Vocational Education. Information Series No. 202.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-80

Contract-300-78-0032

Note-30p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.35)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cost Effectiveness, Educational Finance, *Educational Research, Financial Policy, *Program Costs, *Research Needs, Resource Allocation, *Vocational Education

This review and synthesis of research focuses on studies of cost-effectiveness of vocational education. This paper represents an overview of the state of the art and includes (1) a review of the current conceptual and empirical problems of conducting a cost-efficiency or cost-effectiveness study of vocational education; (2) a review of the major findings of past studies of vocational education with special emphasis on the studies since 1970; (3) suggestions for future research on cost-efficiency and cost-effectiveness of vocational education. The author deals only with traditional, in-school secondary vocational programs and postsecondary vocational education programs, not cooperative educational and manpower training programs. (BM)

ED 186 610 CE 023 998

Liew Kok-Pun, Michael And Others

Workshops in Secondary Schools, Singapore. Educational Building Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-79

Note-42p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016 (Write for price)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Design Requirements, Educational Facilities, *Educational Facilities Design, Electricity, Electronics, Equipment Storage, Machine Tools, Metal Working, *School Shops, *School Space, Secondary Education, *Space Utilization, Technical Illustration, Vocational Education, Woodworking

Identifiers-Singapore

The focus of this document is on the design of educational facilities, especially workshops, in Singapore. Chapter 1 discusses secondary schools, including the general curriculum and specifications-of-space provision in a standard secondary school. In chapter 2 the position of technical education within general secondary schools is addressed. Chapter 3 focuses on general design considerations of workshops, such as location, size, placement of machinery and equipment, ventilation, and lighting. Detailed design considerations for metal work, woodwork, wood machine, electricity and electronics, and technical drawing shops are discussed in chapter 4. General workshop rules are appended. (YLB)

ED 186 611 CE 024 241

Stephenson, Mary J.

The Integration of School and Family Needs by Women Returning to College.

Pub Date-1 Feb 80

Note-10p.; Paper presented at the Lifelong Learning Research Conference (College Park, MD, February 1, 1980). For a related document see CE 024 244.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change, Decision Making, *Family Life, Females, Higher Education, *Homemakers, *Home Management, Housing, *Married Students, *Reentry Students, *Student Attitudes

To elicit facts on areas of family responsibility, how decisions are made, and how the division of labor is managed in the home, 87 middle to upper-middle class married women students at the University of Maryland at College Park were queried via a written questionnaire. Respondents indicated that there had been a change in all areas of decision making, particularly in the home management and family relations areas, since their return to school. The respondents viewed the resultant changes positively, but viewed their spouses' reactions to the changes as being negative. Significant decisions, such as housing, were more frequently discussed, with all discussions being less emotional than before the spouse returned to school. Family members helped more with the management of the home, and husbands assumed more responsibility for the entertainment of the children, grocery shopping, and breakfast preparation. Respondents cited considerably more positive than negative changes as having occured since the return to college. (For the thesis upon which this speech was based, see Note.) (MEK)

ED 186 612 CE 024 244

Stephenson, Mary J.

Changing Family Patterns of Married Women over Thirty Who Have Returned to College.

Pub Date-76
Note-92p.; Master's Thesis, University of Maryland. For a related document see CE 024 241.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Change, College Students, Decision Making, Family Involvement, *Family Life, Family Role, Females, Higher Education, *Homemakers, *Home Management, Housing, Literature Reviews, *Married Students, Middle Class Parents, Middle Class Students, Mothers, *Reentry Students, Sex Role, *Student Attitudes, Student Characteristics

A study explored changing family patterns among married middle and upper middle class women students over thirty with family intact. Eighty-seven homemaker-students enrolled at the University of Maryland, College Park campus, during the spring semester, 1975, responded to a written questionnaire regarding their family patterns of decision making and the division of household labor. A change (since their return to school) was found in all areas of decision making, the greatest being in home management and family relations, with the respondent perceiving the change positively and viewing her husband as perceiving it negatively. Discussion of decisions had improved with fewer emotional outbursts and an effort to understand, listen, and discuss significant decisions with each other more frequently. Family members helped more often with the management of the home, while the husband assumed more responsibility by entertaining the children, grocery shopping, and preparing breakfast. Moreover, positive change far exceeded negative change within the family since the respondent had returned to college. (The questionnaire, written comm[illegible] the respondents, and tables summarizing the data are included. For a [illegible]ech summarizing the study, see Note.) (Author/MEK)

ED 186 613 CE 024 337

Aker, George F. Gant, Jack L.

Illiteracy and Opportunities for Development through Adult Education in the Southeast.

Florida State Univ., Tallahassee. Coll. of Education.

Pub Date-Jan 80

Note-21p.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PL01 Plus Postage.

Descriptors-*Adult Basic Education, *Economic Development, *Educational Needs, Educational Resources, *Illiteracy, Lifelong Learning, *Public Policy, Socioeconomic Influences

Identifiers-United States (Southeast)

An understanding of the magnitude of illiteracy or adult undereducation in the southeast U.S. and identification of the social, political, and economic conditions related to it are essential to developing effective policies for reducing or eliminating adult illiteracy in the region. Literacy is defined as the intellectual, social, vocational, and civic skills and abilities expected of a high school graduate who has had a reasonably good'' education. Nationally, about half the adult population has less than a high school-level education (50 million), one-quarter of these less than fifth grade (functionally illiterate''), and three million cannot read or write in any language. The Florida population is about average, the rest of the Southeast 10% to 14% below national levels. Since the Southeast is also moving faster in terms of rate of development and change, it is a time when critical choices can mold the region's development and serve as a model to other areas. The correlates of illiteracy must be seen; poverty, exploitation, alienation, and related conditions are highly associated with being illiterate in a highly literate society. Thus major changes are required in political, economic, and educational policies and priorities especially in regard to development of under-realized sources of tax revenue, gross under-utilization of educational resources for formal and non-formal lifelong learning, and continued development of foreign-based labor intensive industries. While present adult basic education (ABE) programs have not failed, they represent a holding action at best. Main needs are for sufficient commitment of resources, integrated economic-educational planning, and use of already existing knowledge and technology. (JT)

ED 186 514 CE 024 457

Strengthening Education's Participation in the Work-Education Consortium Project. Final Report.

Portland School District No. 1, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 78
Contract-300-77-0425
Note-90p.; Parts of the evaluation report will not reproduce well due to light and broken type. For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Community Resources, Cooperative Programs, Elementary Secondary Education, Human Resources, *Program Effectiveness, *School Community Relationship, Staff Development, *Teacher Workshops, Work Experience Programs
Identifiers-Education Amendments 1974, Oregon (Portland)

A brief program description, recommendations to the sponsor, and an evaluation report are presented for a 6-day summer workshop to train public school teachers and administrators (K-12) to use community resource people in career awareness and exploration programs. Activities reported include large- and small-group training sessions, community site visits, and interaction between the 50 participants (teachers and administrators from three school districts) and members of the Greater Portland Work-Education Council. Recommendations are presented concerning three topics: U.S. Office of Career Education initiatives, collaboration in career education, and local collaborative efforts. The evaluation report describes procedures and results of a three-part assessment: (1) pre- post-test comparison of workshop participants (46) and comparison group teachers (2); observation of workshop activities of 10 randomly selected participants; and (3) interviews with representatives from the six agencies and organizations involved in the project. Conclusions reported include the following: participant teachers gained in self-confidence and knowledge of Portland's resources and were superior to comparison teachers in skills for preparing students and community resource persons to produce a successful instructional situation; participant administrators strengthened relationships with key community groups; cooperation between the six collaborating groups was responsible for the project's positive conclusion. Questionnaires and interview forms are appended. (JT)

ED 186 615 CE 024 460

Career Education Training and Instructional Materials System. Annual Report, September 16, 1978-September 15, 1979.

Montana Univ., Missoula. National Center for Career Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.-554AH70344
Pub Date-79
Grant-G007802032
Note-162p.; Not available in paper copy due to poor print quality. For related documents see ED 163 226, ED 167 775, ED 170 468, and ED 182 556.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports, *Career Education, Data Bases, Educational Resources, *Information Dissemination, Information Processing, Information Services, Information Sources, *Information Systems, Inservice Teacher Education, Instructional Materials, Media Selection, National Programs, *Resource Centers, Resource Materials, *Staff Development, *Technical Assistance
Identifiers-Education Amendments 1974, National Center for Career Education MT

This annual report reviews progress for fifteen scope-of-work items of the National Center for Career Education's (NCCE) Career Education Information Training and Instructional Materials System (CEITAIMS) (September 1978-September 1979). These results to date are reported: acquisition of 8,687 items nationally; collection and classification of 8,486 items; maintenance of a materials system for national access; provision for access to materials through the National Lending Library, Pre-Packaged Starter Libraries, Topic Catalogs, and computer tie-ins to NCCE's data bases; implementation of major revisions of existing materials processing and information segment; dissemination of bimonthly newsletters to 8,200 individuals and over 450 mini-libraries to state coordinators of career education and practitioners in thirty-four states and territories; delivery of basic training models and special services; refinement of needs assessment instrumentation for use by local practitioners; maintenance of staff to deliver staff development inservice nationally; maintenance of dialog with national, regional, and multi-state agencies; maintenance and expansion of exchange of information with other dissemination agencies; and participation in significant conferences. Appendixes, amounting to over one-half of the report, include The Career Educator's Guide to Resources and Technical Assistance, available from NCCE, the NCCE Mini Libraries Demonstration Kit, and a third-party evaluation. (YLB)

ED 186 616 CE 024 552

Alexander, Wilma Jean And Others

Business Education into the Eighties.

Illinois State Univ., Normal. Dept. of Business Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Nov 79

Note-397p.

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, IL 61455 ($8.00)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accounting, Adult Education, *Business Administration, Business Communication, *Business Education, Business Skills, Career Education, Clerical Workers, Consumer Education, Continuing Education, Cooperative Education, Course Content, *Course Descriptions, Course Objectives, Curriculum Development, Curriculum Guides, Data Processing, *Distributive Education, *Economics, Economics Education, Legal Education, *Marketing, Mathematics, Metric System, Office Occupations Education, Office Practice, Postsecondary Education, Program Development, Secondary Education, Statewide Planning, Two Year Colleges

Identifiers-Illinois, Small Business Administration, Word Processing

This publication is a comprehensive curriculum guide designed to assist local educators in planning for comprehensive business programs at the secondary and postsecondary levels. Information is of value for use by teacher educators when preparing students for teaching careers. The curriculum guide is divided into 18 sections. The first five sections and the last section deal with major philosophical as well as current issues relevant to business education. The other sections deal with specific subject areas: Orientation and Exploration in the Business, Marketing and Management Occupational Area; Infusion of Career Education, Metrics, and Economic Education; Mathematics for Business; Basic Business and Economic Education Programs; Accounting Programs; Data Processing Programs; Clerical, Secretarial, Word Processing, and Administrative Office Careers; Business Communications and Word Processing Programs; Marketing and Distributive Education Programs; Cooperative Method in Vocational Education; Adult and Continuing Education Programs; and Small Business Administration Programs. These sections provide materials for development of programs and courses and include discussion of course objectives, issues and problems, content, methodology, and sources of teaching aids. Extensive appendixes include a community occupational survey, values continuum, mainstreaming resources, recommended program sequences, and annotated bibliographies for several areas. (Author/YLB)

ED 186 617 CE 024 594

Bernstein, Joan D.

Exploring Role Options: A Guide for Eliminating Sex Stereotyping in Home Economics.

Montclair State Coll., Upper Montclair, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-79
Note-71p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bulletin Boards, Career Awareness, Change Strategies, *Curriculum Development, Females, *Home Economics, Language, Males, Program Implementation, Secondary Education, Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, *Student Recruitment, Teacher Behavior, Teacher Influence, Teaching Guides, *Teaching Methods, Textbook Bias, Textbook Evaluation

This handbook is intended as a guide to planning and implementing a home economics curriculum free from sex-role stereotyping that prepares male and female students to cope with their changing roles in society. Section 1, Overcoming Sex Stereotyping, provides a checklist (for assessing classroom activities) and necessary definitions. Teaching for Expanded Roles (section 2) discusses building curriculum, student outcomes, the teacher as model, and steps to eliminating sex-role stereotyping from the curriculum. Topics in section 3, Implementing a Sex Fair Program, include sex-fair language, recruitment, and writing brochures. Bulletin Board Ideas (section 4) gives general suggestions as well as specific ideas for these themes: family relationships/child development, foods/nutrition, housing/equipment, clothing/textiles, and consumer/management. A final section, Educational Strategies for Expanding Role Options, presents examples for learning opportunities found useful in coed home economics classes for expanding role options, and suggestions for career awareness activities. Evaluating resource materials and using sex-stereotyped and -biased materials are also discussed. (YLB)

ED 186 618 CE 024 649

Banathy, Bela H. And Others
Implementing Career Education for Native American Students. A Guide. Native American Career Education Demonstration Project.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007802031
Note-146p.; Some pages with small type will not reproduce well. For related documents see CE 024 650-652, ED 147 593-607, ED 163 226, and ED 167 775.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrator Guides, *American Indian Education, *American Indians, *Career Education, Demonstration Programs, Program Descriptions, Program Design, *Program Development, Program Guides, *Program Implementation, Surveys
Identifiers-Education Amendments 1974

This guide is intended to serve as a resource for school, project, and/or community people in implementing a career education program for their Indian students. The guide is divided into four chapters, followed by an annotated bibliography. The first chapter describes the conditions and resources needed to start developing a program and how to acquire them. In the second chapter, the activities involved in designing and implementing a pilot project are discussed. The third chapter talks about program expansion, including formative evaluation, while the fourth chapter is concerned with how to maintain and disseminate a fully-developed program. Each chapter begins with an analysis of the basic activities and procedures that take place during that phase, follows with a discussion of each step (illustrated by examples), and concludes with a review of essential points. Native American career education surveys for the community and for students are appended. (LRA)

ED 186 619 CE 024 650

Banathy, Bela H. Studebaker, Diana P.

A Demonstration Project in Native American Career Education. Final Performance Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-554AH80521
Pub Date- 79
Grant-G007802031
Note-156p.; Appendix materials will not reproduce well due to poor print quality. For related documents see CE 024 649-652, ED 147 593-607, ED 163 226, and ED 167 775.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*American Indian Education, *American Indians, *Career Education, Demonstration Programs, Evaluation, Program Descriptions, Program Design, *Program Development, *Program Implementation, Workshops
Identifiers-Education Amendments 1974

Based on concepts and approaches resulting from the development of a series of Native American Career Education instructional units in a previous project, this project was designed to assist educational staff and Indian community members at four sites to initiate development of career education programs that would use available resources and address their own students' needs. Project activities included gathering information about each site and identifying individuals who would work with the project; designing, developing, and implementing a training workshop in native American career education for educational staff and community members; and evaluating the workshop and trainees' subsequent implementation of career education activities. At the end of the project, each site had a core group of people who had been trained in native American career education, and had made some decisions about the kinds of programs that would meet their needs. The degree to which implementation occurred, and the kinds of activities involved, varied widely from site to site, due primarily to organizational factors. One of the major results of the project was an increased understanding of the conditions which contribute to or inhibit the establishment of native American career education programs. Two major products of the project are the Staff/Community Training Workshop and Implementing Career Education for Native American Students: A Guide. (LRA)

ED 186 620 CE 024 651

Banathy, Bela H. And Others

Native American Career Education Staff/Community Training Workshop. Coordinator's Manual. Native American Career Education Demonstration Project.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Grant-G007802031

Note-270p.; For related documents see CE 024 649-652, ED 147 593-607, ED 163 226, and ED 167 775.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Administrator Guides, *American Indian Education, *American Indians, Background, *Career Education, Counselors, Demonstration Programs, Educational Objectives, Educational Resources, Guides, *Multicultural Education, Program Development, Program Guides, *Program Implementation, Teachers, Teaching Methods, Transparencies, Units of Study, *Workshops

Identifiers-Education Amendments 1974

This staff/community training workshop handbook was written for teachers, counselors, career education specialists, administrators, and other educational staff; for parents, and Indian community representatives; and for any others who will be providing support for a native American career education program, or who will be actively engaged in developing and implementing it. The workshop consists of four sessions. The first session is devoted to providing participants with a general background in career education content and goals, and helping them begin to identify career education resources which are already available. The second session describes the various groups of people who can be involved in developing and implementing career education. The third session describes methods for teaching career education to native American students, beginning with a series of transparencies illustrating traditional Indian education methods, and goes on to introduce the twelve units in the native American career education program. The fourth session focuses on the pros and cons of strategies which have been used to implement career education in various settings, the basic tasks and stages of development for such a program, the most promising sources of funding, and some basic proposal development skills. Readings for each of the sessions are appended. (LRA)

ED 186 621 CE 024 652

Studebaker, Diana P. Celestine, Diana L.

Native American Career Education Staff/Community Training Workshop. Participant's Handbook. Native American Career Education Demonstration Project.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Grant-G007802031

Note-152p.; For related documents see CE 024 649-652, ED 147 593-607, ED 163 226, and ED 167 775.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*American Indian Education, *American Indians, Background, *Career Education, Demonstration Programs, Educational Objectives, Educational Resources, Financial Support, Guides, Learning Activities, *Multicultural Education, Program Development, Program Proposals, Resource Materials, Study Guides, Teaching Methods, Worksheets, *Workshops

Identifiers-Education Amendments 1974

This handbook contains worksheets and information summaries for participants in a workshop designed for developers of native American career education programs. The workshop consists of four sessions, each two to three hours in length. The first session is devoted to providing participants with a general background in career education content and goals, and helping them begin to identify career education resources which are already available. The second session describes the various groups of people who can be involved in developing and implementing career education. The third session describes methods for teaching career education to native American students. The fourth session focuses on the pros and cons of different strategies which have been used to implement career education in various settings, the basic tasks and stages of development for such a program, the most promising sources of funding, and some basic proposal development skills. (LRA)

ED 186 622 CE 024 682

Liss, Polly

The Parent: An Agent to Foster Community Collaboration with the Schools.

Pub Date- 80

Note-29p.; Not available in paper copy due to light and broken type.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Career Education, Community Involvement, Elementary Secondary Education, Industry, *Parent Participation, Parent Responsibility, *Parent School Relationship, Postsecondary Education, *School Business Relationship, *School Community Relationship, *School Support

The parent can be the catalyst to ``spark'' the collaboration necessary to the success of career education from the total community. Parents should become involved because education determines how one's children will live, which in turn determines the quality of life the parent enjoys in the community. To speak effectively, parents should speak collectively after becoming informed about local schools, grades K-12. A supportive group, a ``Coalition for Career Education,'' can be organized through a reputable community organization as a vehicle for collaboration with schools. A parent followed these steps in securing backing for the Arlington County (Virginia) Coalition for Career Education: (1) determined educator attitudes toward a coalition; (2) developed a list of community people to invite to join a coalition; (3) arranged meetings at schools; (4) publicized the first meeting; (5) scheduled speakers advocating career education; (6) solicited volunteers for a steering committee; (7) established guidelines, elected officers, and developed future plans; (8) printed letterhead stationery; (9) provided for educators' membership; (10) surveyed schools; (11) invited speakers to tell of their roles in career education; (12) became familiar with local and state policies; (13) determined available funding; (14) determined national legislation; (15) spoke collectively to promote understanding of career education benefits; (16) applied for tax-exempt status; (17) publicized; and (18) encouraged school-community cooperation. (YLB)

ED 186 623   CE 024 690

Entes, Ruth

A History of Unemployment Insurance Legislation in the United States and New York State, 1935-1977.

New York State Dept. of Labor, Albany. Research and Statistics Office.
Pub Date-May 78

Note-92p.
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Federal Aid, *Federal Legislation, *Federal Programs, *History, *State Legislation, *State Programs, Trend Analysis, Unemployment, *Unemployment Insurance
Identifiers-*New York, Social Security Act, United States

Focusing on the development of unemployment insurance since the first federal legislation was enacted in 1935, this report provides the background and highlights of federal and New York State laws on coverage, the amount and direction of benefits, entitlement and disqualification provisions, and methods of financing. The first of three sections focuses on the Social Security Act and describes the development of unemployment insurance in other countries, early developments in the United States, and the framework of the federal-state system. Developments in federal unemployment insurance coverage and administration financing are described in section 2. Specific topics addressed include early coverage limitations, amendments to the federal definition of employment, the extension of coverage under federal law, the extension of benefit duration under federal-state laws, and financing administrative costs. Section 3 expounds upon unemployment insurance developments in New York State. Appended material includes a chronology of significant changes in federal unemployment insurance legislation for 1935-1977 and a chronology of significant changes in the New York State unemployment insurance law for the same period. (LRA)

ED 186 624 CE 024 704

Potter, Susan B., Ed. And Others

Vocational Services Expansion Project. End-of-the-Project-Report, 1975-78. Volume I.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Pub Date-78

Note-157p.; For a related document see CE 024 705.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adults, *Adult Vocational Education, Cooperative Programs, Counseling Services, *Developmental Disabilities, Diagnostic Teaching, *Inservice Education, *Job Training, Rehabilitation Counseling, Rehabilitation Programs, Sheltered Workshops, Task Analysis, Technical Assistance, *Vocational Adjustment, Vocational Aptitude, *Vocational Rehabilitation, Vocational Training Centers, Work Experience Programs

This final report is a practical document, specifying techniques and procedures found effective during a project to (1) demonstrate a model of appropriate vocational service for developmentally disabled adults and (2) provide technical assistance and training to community facilities serving these persons. Chapters 2-6 discuss model components: intake, vocational assessment, vocational adjustment, vocational training, and cooperative programing. Chapter 2, The Intake Process: Personal and Background Information, discusses assessment factors and functions. Chapter 3 describes the prescriptive vocational assessment approach used that focuses on three areas of client data: personal and background information, formal and informal tests and measurements; and work sample training to acquisition and production data. Work Adjustment (chapter 4) discusses the simulated high demand adjustment environment to teach job-appropriate behaviors. Chapter 5, Task Analysis, Training, and Supervision, describes steps taken to provide effective training and experiences in several sheltered facilities. Topics in chapters 6, 7, and 8 include a project-operated lawn service program, training for competitive employment, and counseling services. Chapter 9 presents the project-developed inservice program and model. And chapter 10 briefly discusses preparing the family for the developmentally disabled child's independence and training centers. (Appendixes are available separately. See Note.) (YLB)

ED 186 625 CE 024 705

Potter, Susan B., Ed. And Others

Vocational Services Expansion Project. End-of-the-Project-Report, 1975-78. Volume II Appendices.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Pub Date-78

Note-183p.; Parts of this document will not reproduce well due to light type. For a related document see CE 024 704.

Pub Type- Reference Materials (130) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adults, *Adult Vocational Education, Case Studies, Cooperative Programs, Counseling Services, *Developmental Disabilities, Diagnostic Teaching, *Inservice Education, Interviews, *Job Training, Measures (Individuals), Models, Rehabilitation Counseling, Rehabilitation Programs, Sheltered Workshops, Task Analysis, Technical Assistance, *Vocational Adjustment, Vocational Aptitude, *Vocational Rehabilitation, Vocational Training Centers, Work Experience Programs

These appendixes are the second volume of a final report of a project to (1) demonstrate a model of appropriate vocational service for developmentally disabled adults and (2) provide technical assistance and training to community facilities serving these persons. (Volume 1, the report, is available separately. See Note.) Contents include an intake form, assessment model, assessment tools, orientation interview, client case studies, sample task analyses, counseling record forms, and other project materials. (YLB)

ED 186 626 CE 024 778

Coleman, Deborah Dye And Others

Youth Transition to Adult Roles: A Preliminary Investigation. Research and Development Series No. 196.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-78-0211
Note-55p.; For related documents see ED 185 323-326 and ED 185 408.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($13.25).
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Attitude Measures, Communication (Thought Transfer), Cooperative Education, *Education Work Relationship, Empathy, *Experiential Learning, High Schools, High School Students, Individual Development, Interaction, *Interpersonal Competence, *Work Experience

Based on an assumption that research on the treatment components of experiential education programs is useful in understanding and improving them, a study examined the component of student interaction with adults. Focusing on reference group theory (symbolic interactionism), the conceptual framework of the study is founded upon the assumption that through participation in experiential education programs, students can expand their reference groups by beginning to include co-workers who are adults, thus easing the transition between school and work. Scales developed and used in this study include those examining student perspectives on adults (Empathy, Helpfulness, Communication, Consultation) and selected work setting characteristics (Feedback, Hierarchical and Lateral Interaction, Challenge). Data analysis revealed that the Empathy and Communication scales have high reliability and the potential of discriminating between respondents. Hypotheses were tested by means of a static group comparison design which included 401 students classified by the extent of their work experience. Results indicate that student-adult communication and feedback appear to be important variables which reflect positive interaction. Students with work experience scored significantly higher on communication than those without work experience. However, the grade level of the students and their involvement in extracurricular activities were stronger predictors of the responses on the communication scale. (Author/MEK)

ED 186 627 CE 024 790

Daly, Norene F.

Andragony: Implications for Secondary and Adult Education Programs.

Pub Date- 80
Note-16p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Adult Education, *Adult Learning, Definitions, Educational Philosophy, Learning, *Learning Theories, Lifelong Learning, Models, Progressive Education, *Secondary Education
Identifiers-*Andragogy, Dewey (John), Knowles (Malcolm), Pedagogy

The study of andragogy, a well developed science in Europe, is gaining greater acceptance in the United States. Malcolm Knowles introduced it to American adult educators in 1968 and has made it the central theme of his work since. The distinction between andragogy (the art and science of helping adults learn) and pedagogy (the art and science of teaching children) is basic to an understanding of andragogical theory. Andragogical learning is self-directed; pedagogical is teacher-directed. The learner's experience is seen as a rich resource for learning. readiness develops from life tasks and problems (not dependent on maturation levels), orientation is task or problem-centered (rather than concept-centered), and motivation is based on internal incentives (rather than external rewards). Combining elements from humanist psychology and a systems approach to learning, andragogy has its theoretical and philosophical bases in the work of John Dewey, E. H. Erikson, Jerome Bruner, Abraham Maslow, and Carl Rogers. Several recent theorists and researchers have reflected on the failure of traditional'' secondary schools in relationship to the concept of the adolescent as an evolving adult capable of engaging the andragogical process (a concept supported by Piaget's theory of adolescent learning). Others, noting the UNESCO conceptual model of lifelong learning with its basis in Dewey and andragogical theory, have identified untenable'' assumptions underlying education systems; these may be viewed as largely characteristics of the traditional pedagogical model. (JT)

ED 186 628 CE 024 791

Reap, Margaret Casey

The Alpha Gamma Study: A Report on the Basic Business Survival Skills Survey.

Houston Univ., Tex. Coll. of Education.

Pub Date-Jan 80

Note-35p.; For a related document see ED 149 161.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Education, *Business Skills, Courses, *Daily Living Skills, High Schools, High School Students, Individual Development, Two Year Colleges, Two Year College Students

Identifiers-*Basic Business

A survey of 8,793 Houston area students examined student performance of personal business functions required of most adults in our economically-oriented society: legal skills, recordkeeping skills, buying skills, and management skills. The Basic Business Survival Skills Survey, fifty true-false questions in the four general areas, was administered to students from twenty-seven high schools (grades 9-12) and one community college. Between 67% and 92% of the high school students and 46% of the junior college students failed to answer at least 65% of the questions correctly. Median scores of students who had completed two or more business courses were approximately the same as for those who had not taken any business courses. Analysis by grade level showed little deviation among grades 9, 10, and 11 on buying skills, followed by recordkeeping, legal, and management skill scores the lowest. Three significant factors emerged in every school: (1) the majority of high school students are significantly deficient in basic business survival skills, (2) the majority are not being enrolled in business courses that include all four areas of basic business survival skills, and (3) the traditional business program does not seem to adequately prepare students in personal business skills. (Questionnaire and data are appended.) (JT)

ED 186 629 CE 024 792

Robinson, George A.

Open Entry-Open Exit: A Flexible Approach for Providing Skill Training Needs at AVTS.

Kansas State Dept. of Human Resources, Topeka.

Pub Date-Feb 80

Note-32p.; Appendix materials will not reproduce well due to light and broken type.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Techniques, *Educational Opportunities, Feasibility Studies, Federal Programs, Individualized Instruction, Instructional Innovation, *Job Skills, *Nontraditional Education, Pacing, Postsecondary Education, *Regional Schools, Skill Development, Staff Development, *Training, Vocational Education, *Vocational Schools

Identifiers-Comprehensive Employment and Training Act, Kansas, Open Entry Open Exit

Kansas Balance-of-State, a CETA (Comprehensive Employment and Training Act) prime sponsor explored the possibilities of open entry-open exit in meeting the classroom training needs of clients in area vocational technical schools (AVTS). The change to open entry-open exit was found to involve consideration of flexibility and self-paced, individualized instruction; staff training; and administrative concerns in transitioning. A review of open entry-open exit at institutions in Florida, Minnesota, Missouri, and Nebraska was supplemented by open entry-open exit status information on Kansas community colleges and AVTS. Elements observed in operation were staggered enrollment; student dominance in the classroom-laboratory; need for different curriculum materials and more teaching aids; facility design to provide for large and small group activities, individual study, and laboratory activities; and teacher support. Data showing over one-half of the 1,520 CETA clients in classroom training during 1979 enrolled in institutions other than AVTS and community colleges seemed to indicate that they would enroll in them if space were available following registration. Recommendations included changing AVTS training programs to open entry-open exit and allowing the greatest flexibility for student entry and exit. (YLB)

ED 186 630 CE 024 796

Schultz, Jerelyn B. And Others

Effectiveness of Postsecondary Vocational Education Advisory Councils.

Pub Date-Apr 80
Note-19p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 11, 1980). Not available in paper copy due to uneven print quality.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, Curriculum Development, Curriculum Evaluation, Development, *Postsecondary Education, *Program Effectiveness, State Surveys, *Vocational Education
Identifiers-*Iowa

To determine the effectiveness of local postsecondary advisory councils in Iowa, this two-phase study surveyed every Iowa postsecondary vocational instructor to identify programs utilizing local advisory councils, the composition of these councils, and names and addresses of leading council members. Phase 2 used a more detailed questionnaire designed to obtain data on council operating procedures, council functions, and council effectiveness. The phase 2 questionnaire was sent to 220 vocational instructors and 258 advisory council members. Among the findings of the study was that of the 439 pcstsecondary vocational programs responding to the phase 1 survey, 374 indicated they utilized a local advisory committee. A representative council contained ten members and was chaired by a professional school employee. Phase 2 questionnaire data indicated that most functions performed by 85 percent or more of the local councils were related to curriculum development and evaluation: developing objectives, identifying needed occupational skills, recommending content, determining course relevancy, reviewing projects for instruction value, identifying labor market needs, recommending employability standards, and evaluating programs. (Summary data tables are appended.) (LRA)

ED 186 631 CE 024 801

Watson, Douglas
Vocational Evaluation of Severely Disabled Deaf Clients.
Pub Date-3 Sep 79
Note-9p.; Paper presented at the American Psychological Association Convention (New York, NY, September 3, 1979). Some paragraphs in this document may not reproduce well due to broken type.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), Career Choice, *Career Counseling, Counseling Services, Counselor Characteristics, *Deafness, Educational Environment, *Models, Rehabilitation Programs, *Severe Disabilities
Identifiers-*Vocational Evaluation

Research and practice in deafness rehabilitation show that evaluation services for severely disabled deaf clients can best be provided within a total adjustment environment'' which incorporates a number of special program considerations associated with the evaluation of deaf clients. Four of these considerations are (1) a rehabilitation evaluation workshop as the appropriate setting, (2) communication skills of the evaluator, (3) knowledge of deafness on the part of the evaluator, and (4) integration of adjustment services into the vocational evaluation process. A modification of Nadolsky's model of vocational evaluation is recommended which makes more explicit a communication base and social and work adjustment services. The model conceptualizes vocational assessment as a continuous process leading to employment or improved adjustment. Visual presentation of the model is a pyramid moving upward toward narrowing of vocational choice. Steps from bottom to top are biographical data, evaluation interview, psychological tests, occupational information and exploration, work samples, situational or workshop tasks, informal staff conference, job tryout, formal staff conference, and vocational counseling. (JT)

Dobson, John R. A.

A Taxonomy of Voluntary Associations in Atlantic Canada.

Saint Francis Xavier Univ., Antigonish (Nova Scotia).
Pub Date-80
Note-43p.; Two forms will not reproduce because of light type.
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adult Learning, *Agency Role, *Classification, Community Involvement, *Community Services, Culture, Economic Development, *Group Membership, Groups, Health, Human Resources, Learning Activities, Learning Experience, Nonformal Education, *Organizational Objectives, Public Agencies, Questionnaires, Recreation, Social Services, Subject Index Terms, *Voluntary Agencies
Identifiers-Canada (Atlantic), New Brunswick, Newfoundland, Nova Scotia, Prince Edward Island

A study isolated and examined the words most frequently used by voluntary organizations in Atlantic Canada to describe their goals (what), learning objectives and activities (how), and conditions (who/for whom). Research methodology involved (1) administering a questionnaire for identification of goals, learning objectives and activities, and conditions to 3,040 organizations (628 responses), (2) tabulating and ordering eighty descriptive words which were prepared as a checklist, and (3) distributing this questionnaire to 2,050 organizations (953 responses) for similar tabulation of responses. While not definitive, an interesting correlation between each of three pairs of goal categories recreation and culture, human resources and economic development, and social welfare and health was indicated. Each was chosen as the second goal of the other. There was also a degree of commonality in each pair's objectives, activities, and conditions. The placement of groupings within the who/whom condition suggests that voluntary associations carry out beneficial activities for not only their membership but also other dissimilar people. Voluntary organizations appeared to identify with their nonformal learning role and were actively pursuing their goals through the planning, coordinating, and evaluating of learning experiences and short courses. (Tables and questionnaires are appended.) (YLB)

ED 186 633 CE 024 843

An Assessment of Programs, Services, and Agencies Which Address the Employment Needs of the Displaced Homemaker.

Rutgers, The State Univ., New Brunswick, N.J. Douglass Coll.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-79

Note-200p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Education, Career Education, Community Services, *Displaced Homemakers, Family Programs, Human Services, Postsecondary Education, *Social Agencies, State Surveys, Vocational Education

Identifiers-*New Jersey

To survey displaced homemaker services in New Jersey, questionnaires were mailed to 1,200 agencies. The questionnaire, which requested agency descriptions of organization, general services provided, and educational services available, netted a return response rate of 67%. Of the 685 who returned complete questionnaires, 345 (50%) said it did not apply to their agency. Survey results are organized around 19 agency categories, and data are presented with regard to number and rate of response, type of agency funding, characteristics of staff, services provided, types and number of clients served, and commitment to displaced homemakers. In general, many types of services seem available, but few are directed specifically toward serving displaced homemakers. Many agencies are not aware of who a displaced homemaker is or that her needs differ from those of other clients. Most lacking are services related to getting the displaced homemaker through her crisis period. Coordination of services was not apparent. Suggestions are made pertaining to the development of increased numbers of employment, career development, and counseling services for displaced homemakers. (MEK)

ED 186 634 CE 024 853

Hoyt, Kenneth B.

Refining the Career Education Concept, Part IV. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 79

Note-56p.; For related documents see ED 132 427, ED 146 362, and ED 164 860.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Education, Community Colleges, Community Involvement, Concept Formation, *Cooperative Planning, *Educational Development, Educational Legislation, *Elementary Secondary Education, Exceptional Persons, Guidance, *Liberal Arts, Program Implementation

Identifiers-*Career Education Incentive Act, *Youth Employment Training Program

This monograph presents the fourth annual summary of Refining the Concept of Career Education'' attempts. The seven papers included are intended to provide readers with an historical record of career education in 1979. The first paper, Lessons Learned from Participants in the 15 YETP/Career Education Mini-Conferences,'' represents some of the Office of Career Education's efforts to develop and encourage closer and more productive relationships between the Youth Employment Training Program (YETP) and the Career Education Incentive Act. The second paper, Liberal Arts and Career Education Revisited,'' points out that career education and liberal arts education are not natural enemies. In the third paper, Contrasts between the Guidance and Career Education Movements,'' similarities between these two fields are discussed as well as possible avenues of further development available to both. Career education as a community effort is discussed in the fourth paper, School Volunteers and Career Education: Some Conceptual Thoughts.'' In the fifth paper, Career Education for Exceptional Individuals: Challenges for the Future,'' the Office of Career Education reinforces its commitment to exceptional individuals. The last two papers illustrate what might have been had congressional appropriations been made at their authorized levels. These two papers are titled Community Colleges and the Career Education Incentive Act'' and Strategy Considerations for Implementing the K-12 Portion of the Career Education Incentive Act.'' (BM)

ED 186 635 CE 024 881

Career Education, 1978-79.
Buffington (Thomas) and Associates, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0237
Note-231p.; Not available in paper copy due to small print. For a related document see ED 178 721.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-02069-6)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Apprenticeships, Career Awareness, Career Counseling, *Career Development, *Career Education, Career Exploration, *Career Guidance, Class Activities, Community Resources, Competency Based Education, Cooperative Programs, Coordination, Disabilities, Elementary Secondary Education, *Exceptional Persons, Experiential Learning, Federal Programs, Fused Curriculum, Inservice Teacher Education, Internship Programs, Parent Participation, Postsecondary Education, *Program Administration, Program Improvement, School Business Relationship, *School Community Relationship, Self Concept, Sex Fairness, Work Experience

Identifiers-Experience Based Career Education

This catalog of materials collected from projects funded for fiscal year 1978 by the Office of Career Education includes ideas and information for educational practitioners and others interested in career education development in elementary, secondary, and postsecondary schools as well as various adult populations. Ninety articles are divided into these four major sections: Classroom (26), Community Resources (24), Counseling and Guidance (21), and Management (19). The narrative section of each article describes the project/program and/or materials and ideas developed and may present representative or sample activities, instructional materials, or unit plans. An indicator'' at the end of the narrative identifies the sources, cities, and states from which the subject matter was taken. Locator pages'' at the end of the catalog list alphabetically by state the names and addresses of all fiscal year 1978 project directors and the titles of each project. An index is provided to allow quick reference to a specific topic. (YLB)

ED 186 636 CE 024 883

Thomas, Hollie B. And Others

Impact of an Educational Program Designed to Assist Women Overcome the Deterrents to Entering Non-Traditional Occupations.

Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-G007702136
Note-36p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 11, 1980). Not available in paper copy due to light type.
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aspiration, Attitude Change, *Career Choice, Career Development, Employment Opportunities, Females, Individual Power, *Minicourses, *Nontraditional Occupations, Occupations, Personality Traits, *Program Effectiveness, Role Perception, Self Concept, Sex Bias, *Sex Stereotypes, Social Attitudes, Social Bias, Surveys, Two Year Colleges, Vocational Education, *Womens Education, Work Attitudes

A study determined whether a short-term educational program could be used to help women overcome personal-social barriers to entry into non-traditional occupational preparation programs. Twenty women from each of three community/junior colleges were surveyed using the Survey of Women's Attitudes about Careers (which was also used for posttesting) to determine what the barriers were. A treatment program, based on survey findings, was designed and delivered. The treatment program, which addressed decision making, goal setting, self-knowledge, and awareness of career opportunities, was intended to assist women in overcoming barriers for entry into nontraditional employment and to encourage them to become self-directed in their career development. Posttests and follow-up interviews were used to assess the program's impact by considering (1) changes made by participants as a result of specific goals, (2) application to and problems encountered in apprenticeship and training programs, and (3) degree of support from family and friends. It was concluded that the program did have some impact in assisting women to enter nontraditional occupations by helping them set career goals and change stereotypical attitudes. Participants also reported feeling less deterrence from potential barriers and having more control over their career development. (YLB)

ED 186 637 CE 024 884

Denbroeder, Karen L Thomas, Hollie B.

Barriers to Entry into Non-Traditional Occupations for Women: A Study to Determine the Ability to Discriminate among Groups.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-G007702136
Note-36p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Choice, *Employed Women, *Employee Attitudes, *Females, *Nontraditional Occupations, Nurses, Occupational Surveys, Questionnaires, Role Conflict, Role Perception, Secretaries, Sex Bias, Sex Role, Social Bias, Vocational Education

The purpose of the study reported in this speech was to ascertain whether perceived barriers to entering nontraditional occupations as measured by a barriers-to-entry survey could be employed to accurately discriminate among women's consideration of a nontraditional occupation. Using a stratified random sample of 500 women (51% response) living in a moderately large Southeastern city who were employed in traditional occupations of nursing, teaching, and secretarial work, the two-part survey sought to discriminate among women who had given little, serious, or no consideration to entering a nontraditional occupation. Results of the survey indicate that membership in these deterrent groups can be identified on the basis of perceived barriers. Specifically, the findings lend support to two assumptions: (1) the greater the consideration a woman gives to nontraditional occupations, the more she will be deterred and the more helpless she learns to feel; (2) women discover that the role of female is considered more important than a career role, even when entering a nontraditional field. (The data and the complete eighteen-page questionnaire, Survey of Women's Attitudes about Careers are included.) (MEK)

ED 186 638 CE 024 887

Kromhout, Ora M. Massey, Romeo M.

The Characteristics of Instructional Materials for Competency-Based Education: Perceptions of Instructors, Administrators, and Instructional Designers.

Spons Agency-Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
Pub Date-Apr 80
Note-25p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April, 1980).
Available from-Ora M. Kromhout, Center for Studies in Vocational Education, 2003 Apalachee Parkway, Tallahassee, FL 32301 (Free; limited quantities)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Classroom Techniques, *Competency Based Education, Content Analysis, Curriculum, Curriculum Development, Curriculum Evaluation, Educational Objectives, *Evaluation Criteria, Individualized Instruction, *Instructional Materials, Learning Activities, Relevance (Education), Student Evaluation, *Teacher Attitudes, Validity, Vocational Directors, *Vocational Education, Vocational Education Teachers
Identifiers-Curriculum Specialists

A survey of educators was conducted to determine the relative importance of eight desirable characteristics of competency based education materials and then to apply the results to materials actually in use. Initially, 129 vocational instructors, administrators, and instructional designers were surveyed using a pair-comparison method. Objectives and learning activities were judged most important, followed in order by current, comprehensive content; tests for assessing student performance; validation of the materials; individualization; appropriateness for the student population; and classroom management information. Some significant differences were found among the three groups of raters. A forced-choice, Likert-type survey instrument based on the eight criteria was developed and administered to 1,245 Florida instructors in thirty-four vocational courses.Materials scored highest on appropriateness, followed in order by content, learning activities, objectives, validation, individualization, tests/assessment, and management information. Differences were found among vocational program areas and among courses within a program area. Subscores were consistent with those on perceived importance of the characteristics with the exception of appropriateness for students.'' Results showed need for improvement in materials now in use. (Sample pages from questionniare are appended.) (MEK)

ED 186 639 CE 024 895

Overly, Norman V. And Others
A Model for Lifelong Learning.
Phi Delta Kappa, Bloomington, Ind. Commission on Lifelong Learning.
Pub Date-80
Note-51p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Definitions, Delivery Systems, Educational Innovation, Educational Practices, Independent Study, Learning Motivation, *Lifelong Learning, *Models

Following an assessment of the present situation of lifelong learning, particularly in the U.S., a model is presented for the symtematic development of the concept and its implications for society. The basis presented for the model is the definition: ...''any purposeful learning that an individual (actor) engages in throughout the life span,'' taking ...''place through a variety of experiences (activities), using a variety of resources (artifacts), and it can be evaluated in a variety of ways and for a variety of reasons (authentication).'' Focus is on moving from a view of learning that is controlled outside the individual to that internally controlled by the individual. Characteristics of the learner are outlined: goal-directed, self-directed, active rather than passive, motivated, perceptive, and self-confident. A literature review examines worldwide approaches under the topics of education and economics, education and culture, research in learning. Potential contributions of various innovative programs in the U.S. public schools are investigated with two shortcomings identified: there is no conscientious effort to develop in students a commitment to learning throughout their lives, and efforts are usually piecemeal or add-on programs. The model is then presented through discussion of its individual components (actors, activities, artifacts, and authentication), illustrations, and emphasis on the expansion of incidental types of learning as well as existing formal and informal learning delivery systems. Suggestions are made for integrating the proposed conceptualization into existing educational institutions, organizations, and services. A final call to action recommends a national conference on lifelong learning and continued designing of curricular models by Phi Delta Kappa leadership. (JT)

ED 186 640 CE 024 909

Validation of Instrument and Procedures for Evaluating Local Vocational Education Programs.

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Pub Date-Jul 78

Note-28p.; For a related document see ED 185 366.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Evaluation Criteria, *Measurement, Postsecondary Education, Program Development, Program Effectiveness, *Program Evaluation, Program Implementation, School Districts, Secondary Education, State School District Relationship, *State Standards, Statewide Planning, *Vocational Education

Identifiers-Kansas

A project funded through the Kansas State Department of Vocational Education in cooperation with Kansas State University intended to (1) validate and/or modify a set of standards for quality vocational education programs and (2) develop instrumentation and procedures for the evaluation of local programs based on the standards identified and validated. A literature review (including an Educational Resources Information Center search, a Dissertation Abstracts search, and a survey of current evaluation instruments and procedures for other states) was conducted by project coordinators to provide information for a jury composed of representatives of vocational teacher educators, professional vocational organizations, the State Department of Vocational Education, and the State Advisory Council for Vocational Education to evaluate vocational education programs. The project coordinators complied, and the jury refined both a list of criteria for local program evaluation and a set of standards for the selected criteria. The jury clustered the evaluation criteria into the four categories or program planning, execution, support, and results. The evaluation instrument developed would be field tested during 1978-79. (Appendixes, comprising the largest portion of this report, include the criteria for evaluation of vocational education programs and the evaluation instrument and scale.) (YLB)

Ellenberg, Donna
Pre-Retirement Rehearsal Project. Final Report, July 1, 1977-June 30, 1978.
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-78
Note-50p.; For related documents see CE 024 926-932.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Clearinghouses, Community Involvement, Community Services, Curriculum Design, Individual Needs, Information Services, *Instructional Materials, Interest Research, Material Development, *Middle Aged Adults, Older Adults, *Planning, Questionnaires, *Reading Difficulties, *Retirement, Surveys, Teaching Guides
Identifiers-Pennsylvania (Lancaster), Preretirement Programs, Preretirement Rehearsal Project

The Pre-Retirement Rehearsal Project sought to motivate, educate, and guide persons forty-five years of age and older (especially those with limited academic skills) in successful retirement planning. Community awareness of the need for planning was achieved through the opening of a pre-retirement center, design of three brochures, construction and use of a display at conferences and community programs, and various media publicity. Four slide/tape programs were developed on pre-retirement planning and on the project itself. Questionnaires were developed to survey seventy individuals (1) fifty years and more approaching retirement and (2) two to three years after retirement; the survey concerned interests of persons approaching retirement, concerns before and after retirement, and advice from retirees. From this information and previous experience, a course using an assembled package of instructional materials was organized and field tested. A series of booklets and teachers' guides on retirement concerns specifically for individuals with limited academic reading ability and a bibliography were developed (see Note). Pre-retirement seminars and teacher-training workshops were conducted. These project products are appended: outline of a pre-retirement planning seminar; brochures and script of the slide-tape presentation, Introduction to Pre-Retirement Rehearsal Project; and survey forms. (YLB)

ED 186 642 CE 024 926

Ellenberg, Donna

Pre-Retirement Rehearsal Project: Planning for Your Future.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date- 78

Note-29p.; For related documents see CE 024 925-932.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment), Adult Education, *Health, *Housing, Income, Instructional Materials, Lawyers, Legal Aid, Leisure Time, Middle Aged Adults, *Money Management, Older Adults, *Planning, *Reading Difficulties, *Retirement, Teaching Guides

Identifiers-Preretirement Programs

This first in a series of six packages of instructional materials developed by the Pre-Retirement Rehearsal Project contains a student's pre-retirement booklet specifically intended for adults with limited reading ability and teacher's guide, which introduce the concept and certain concerns of pre-retirement planning: housing options, money to retire on, retirement legal matters, health, adjusting to change, and leisure. The student booklet contains informative materials, a personal retirement plan format, quiz on the materials covered, and list of suggested readings. The teacher's guide suggests how to present instruction and provides four formats from which the teacher may choose. The script for an accompanying slide-tape presentation, Prepare Now for Your Future, is also provided (with availability). (The other five packages of materials, the final report of the project which developed the materials, and bibliography are available in ERIC. See Note.) (YLB)

ED 186 643 CE 024 927

Ellenberg, Donna

Pre-Retirement Rehearsal Project: Housing Options in Retirement.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date- 78

Note-42p.; For related documents see CE 024 925-932.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Community Resources, *Community Services, Costs, *Housing, Instructional Materials, Middle Aged Adults, Older Adults, *Planning, *Reading Difficulties, *Retirement, Teaching Guides

Identifiers-Pennsylvania (Lancaster County), Preretirement Programs

This second in a series of six packages of instructional materials developed by the Pre-Retirement Rehearsal Project contains a student's pre-retirement booklet specifically intended for adults with limited reading ability and teacher's guide, which consider these topics: the variety of options for living arrangements, retirement location, and community resources and services available and how to use them to advantage. The student booklet contains informative materials; an activity on finding out about community services; an exercise on the pros and cons of buying a smaller home, renting an apartment, condominiums, mobile home buying, public or subsidized housing, and retirement communities; a quiz on the material covered; and a list of suggested readings. The teacher's guide suggests how to present instruction and provides three formats from which the teacher may choose. The script for an accompanying slide/tape presentation, Housing Options in Lancaster County, is also provided (with availability). (The other five packages of materials, the final report of the project which developed the materials, and bibliography are in ERIC. See Note.) (YLB)

ED 186 644 CE 024 928

Ellenberg, Donna

Pre-Retirement Rehearsal Project: Retirement Legal Matters.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date- 78

Note-25p.; Some pages may not reproduce well due to broken type. For related documents see CE 024 925-932.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Estate Planning, Instructional Materials, Lawyers, *Legal Aid, Middle Aged Adults, Older Adults, *Planning, *Reading Difficulties, Records (Forms), *Retirement, Teaching Guides, *Wills

Identifiers-Preretirement Programs

This third in a series of six packages of instructional materials developed by the Pre-Retirement Rehearsal Project contains a student's pre-retirement booklet, specifically intended for adults with limited reading ability and a teacher's guide, which consider these topics: choosing a lawyer, estate planning, special situations of retirement, and important documents to file away. The student booklet contains informative materials, an activity determining one's estate value by listing assets and bills, a form for summarizing necessary records and their location, a quiz on the material covered, and a list of suggested readings. The teacher's guide suggests how to present instruction, providing three formats from which the teacher may choose. (The other five packages of materials, the final report of the project which developed the materials, and bibliography are available in ERIC. See Note.) (YLB)

ED 186 645 CE 024 929

Ellenberg, Donna
Pre-Retirement Rehearsal Project: A Healthy Retirement.
Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date- 78
Note-28p.; For related documents see CE 024 925-932.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Community Health Services, Dietetics, Exercise, *Health, Instructional Materials, Middle Aged Adults, *Nutrition, Older Adults, Physical Examinations, *Physician Patient Relationship, Physicians, *Planning, *Reading Difficulties, *Retirement, Teaching Guides
Identifiers-Preretirement Programs

This fourth in a series of six packages of instructional materials developed by the Pre-Retirement Rehearsal Project contains a student's pre-retirement booklet specifically intended for adults with limited reading ability and teacher's guide, which consider these topics: dietary requirements, nutrition, facts and fallacies about health, foods and vitamins, exercise, physical examinations, helping the doctor, choosing a doctor, and information on public and private health agencies in the community. The student booklet contains informative materials, a healthy retirement checklist, quiz on the material covered, and a list of suggested readings. The teacher's guide suggests how to present instruction and provides two formats from which the teacher may choose. A doctor is suggested as a resource consultant. (The other five packages of materials, the final report of the project which developed the materials, and bibliography are available in ERIC. See No[illegible] (YLB)

ED 186 646 CE 024 930

Ellenberg, Donna

Pre-Retirement Rehearsal Project: You and Your Leisure.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date- 78

Note-42p.; Some pages will not reproduce well due to light and broken type. For related documents see CE 024 925-932.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Clubs, Continuing Education, *Employment Opportunities, *Hobbies, Instructional Materials, *Leisure Time, Middle Aged Adults, Older Adults, Physical Activities, *Planning, *Reading Difficulties, Recreational Reading, *Retirement, Teaching Guides, Volunteers

Identifiers-Pennsylvania (Lancaster County), Preretirement Programs

This fifth in a series of six packages of instructional materials developed by the Pre-Retirement Rehearsal Project contains a student's pre-retirement booklet specifically intended for adults with limited reading ability and teacher's guide, which consider options in planning one's leisure time in retirement, including volunteer opportunities, retirement jobs, hobbies, clubs and organizations, reading and learning, and physical activities. The student booklet contains informative materials, forms for listing skills and interests, a quiz on the material covered, and a list of suggested readings. The teacher's guide suggests how to present instruction and provides four formats from which the teacher may choose. A six-page list of leisure time opportunities in Lancaster County is also provided. The script for an accompanying slide/tape presentation, Are You Going to Take Retirement Cold Turkey?, is also provided (with availability cited). (The other five packages of materials, the final report of the project which developed the materials, and bibliography are available in ERIC. See Note.) (YLB)

ED 186 647 CE 024 931

Ellenberg, Donna

Pre-Retirement Rehearsal Project: Money to Retire On.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date- 78
Note-36p.; For related documents see CE 024 925-932.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Budgeting, Costs, Income, Instructional Materials, Insurance, Investment, Middle Aged Adults, *Money Management, Older Adults, *Planning, *Reading Difficulties, *Retirement, *Retirement Benefits, Taxes, Teaching Guides, Veterans
Identifiers-Preretirement Programs, Social Security Benefits

This sixth in a series of six packages of instructional materials developed by the Pre-Retirement Rehearsal Project contains a student's pre-retirement booklet specifically intended for adults with limited reading ability and teacher's guide, which consider financial planning for retirement, including such topics as types of income, Social Security, pension, or profit sharing benefits, and Veterans benefits; financial management, including budgeting; investments; life insurance and annuities; and taxes. The student booklet contains informative materials, an outline for financial planning, cost of living chart to complete, checklist for planning for financial security in retirement, a quiz on the material covered, and list of suggested readings. The teacher's guide suggests how to present instruction and provides five formats from which the teacher may choose. (The other five packages of materials, the final report of the project that developed the materials, and bibliography are available separately. See Note.) (YLB)

Ellenberg, Donna

Pre-Retirement Rehearsal Project: A Bibliography of Pre-Retirement Planning.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date- 78
Note-65p.; For related documents see CE 024 925-931.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Bibliographies, Budgeting, Consumer Education, Consumer Protection, Crime, Employment Opportunities, Estate Planning, Family Relationship, Females, Financial Support, Gerontology, Health, Housing, Insurance, Investment, Leisure Time, Middle Aged Adults, Money Management, Older Adults, Periodicals, *Planning, *Reference Materials, *Resource Materials, *Retirement, Retirement Benefits, Taxes, Travel, Trusts (Financial), Vacations, Wills
Identifiers-Preretirement Programs

This bibliography cites title, source/publisher, availability, and cost for information and materials on various aspects of pre-retirement planning. Materials may be specifically for the elderly/retired person or of general interest. Bibliographies and periodicals are included. These materials and information are listed under twenty-three headings: Consumer Information; Crimes against the Elderly/Related Subjects; Educational and Gerontological Groups; Employment Opportunities; Estate Planning/Wills/Trusts/Executorships; Family Relationships; Financial Assistance; Financial Management/Budgeting; Health Information, Specific; Health Maintenance; Housing and Security; Insurance and Annuities; I.R.A. and Keogh Plans; Leisure; Periodicals; Retirement Planning; Retirement Planning (Financial); Savings and Investments; Social Security/Women/Medicare; Taxes; Vacation and Travel; Miscellaneous; and Bibliography. (The final report of the project that developed this bibliography and other materials student booklets and teacher's guides are also available in ERIC. See Note.) (YLB)

Bushnell, David S.

Articulating with Industry: The Role of Vocational Education in Economic Development.

American Univ., Washington, D.C. School of Business Administration.
Pub Date-2 Apr 80
Note-19p.; Presented at the Annual Conference of the American Association of Community and Junior Colleges (60th, San Francisco, CA, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Cooperative Programs, Coordination, *Economic Development, Educational Responsibility, Industry, *Job Development, Labor Needs, Program Development, *Regional Planning, *School Business Relationship, School Community Relationship, School Role, *Statewide Planning, *Vocational Education, Work Experience Programs

The United States Department of Education and the American Vocational Association have undertaken a study to define the role of vocational training in job development. The literature and conversations with people involved in job development programs have shown that regional economic growth, including increases in employment, depends on five key elements money, materials, markets, management, and manpower. Federal legislative actions concerning job creation emphasize job expansion in the private sector. Such measures as job training, tax incentives to employers who hire cooperative education students, and small business management courses have also been suggested. Three kinds of support various regions have used to aid economic development include attracting new industry, revitalizing existing industry, and expanding the economic base. These customized industrial services programs, conducted by a separate agency or a multiple agency design, are organized around the outreach efforts of vocational departments and are linked with business and community. The study just initiated intends to judge the success of state and local job creation and development programs. Suggested strategies for vocational educators to increase the demand for workers include the following: providing cooperative work experience, entering into partnerships with urban or rural renewal agencies to prepare people for jobs in small business or management, and collaborating in customized industrial programs. (YLB)

ED 186 650 CE 024 976

Youth and Work: The Incidence of the Economic Situation on the Access of Young People to Education, Culture and Work. Report, Recommendations and Documents of a European Regional Meeting, Venice, 7-11 November, 1977.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-173p.

Available from-UNIPUB, 345 Park Ave. South, New York NY 10010 (ISBN: 92-3-101610-9; French edition: ISBN: 92-3-201610-9)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Access to Education, Agency Role, Career Education, Cultural Opportunities, *Economic Climate, *Economic Factors, Employment Opportunities, Industrialization, International Organizations, International Programs, Nonformal Education, Public Agencies, Socialism, Social Problems, Unemployment, Unions, Vocational Education, Voluntary Agencies, *World Problems, Youth Agencies, *Youth Employment, *Youth Opportunities, Youth Problems

Identifiers-Europe, Italy (Venice), Unesco

This document contains materials from a Unesco European regional meeting held in Venice (November 7-11, 1977) to discuss the problem of youth unemployment. The final report of the meeting is composed of (1) a summary of the discussions on background and nature of the problem, remedies, action, education and training, creating jobs, quality of work, the cultural aspect, and role of non-governmental organizations and (2) recommendations unanimously approved by participants. Two working documents are reproduced in full: Youth Unemployment in Europe: Problems and Prospects,'' which suggests that youth are a relatively recent invention of industrial society whose problems require detailed research and a built-in self-correcting capacity; and Development of Education in Socialist Countries,'' which considers universal secondary education, standard schools, and labor and vocational training. Five other documents are summarized. A synthetic summary recapitulates the most relevant and most frequently mentioned points in documents submitted by participants and observers on such topics as the national situation in thirteen countries and the experience of young people in international non-governmental organizations. Appendixes include opening addresses by John E. Fobes, Deputy Director-General of Unesco, and Tina Anselmi, Minister of Labour of the Italian Republic, and a bibliography of works particularly relevant to the themes discussed at the meeting. (YLB)

ED 186 651 CE 024 993

Ashley, William L. Ammerman, Harry L.
Identifying Transferable Skills: A Task Classification Approach.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-OSU-NCRVE-RED-Ser-146
Pub Date-Feb 78
Contract-C-00-3-0078
Note-87p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, CE 025 246-247, and CE 024 306.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classification, Data Analysis, *Job Analysis, *Job Skills, Occupational Clusters, Occupations, Questionnaires, Research Methodology, *Task Analysis, *Transfer of Training

The feasibility of classifying occupational tasks as a basis for understanding better the occupational transferability of job skills was examined. To show general skill relationships among occupations, 5 classification schemes were applied to 50 selected task statements for each of 12 occupations. Ratings by five reasonably knowledgeable people were obtained for the tasks of each occupation. A comparison of the task ratings was conducted to determine the skill components or aspects of tasks that would appear to be similar and could contribute to transfer capability among occupations. Additional exploration was attempted by obtaining overall job ratings, using each classification scheme, for a subsample of four of the occupations. This permitted an examination of the comparability of task-composition versus whole-job bases for identifying the skill components of an occupation. It was concluded that tasks can be individually classified, that at least some classification schemes produce reasonable rater agreement for a wide assortment of types of tasks, and that such classifications can identify different task characteristics. However, there is cause for hesitancy in suggesting further study in more depth and sophistication, due to the conceptually complex and tedious chore for persons asked to rate occupational tasks. Suggestions are made for future studies. Questionnaires (on human attributes, psychological processes, content domains, action processes, and objects of action) are appended along with summary data. (JT)

DeWitt, Diane Colasurdo, Elizabeth

Careers for Women in Science and Technology: A Model Treatment Program. Final Report.

Highline Community Coll., Midway, Wash.

Spons Agency-Washington State Commission for Vocational Education, Olympia.

Note-107p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Anxiety, Career Choice, Career Counseling, *Career Guidance, Decision Making, *Educational Counseling, *Females, Placement, Postsecondary Education, *Program Development, Program Effectiveness, *Program Evaluation, *Science Careers, Student Recruitment, *Technical Occupations

A project was conducted to design and field-test a prevocational program of recruitment, instruction, advising, counseling, and placement for women considering careers in science and technology fields. Additional objectives were to directly assist women in coping with constraints inhibiting them from entering such fields and to compile the program elements and project results into a useful, transportable guide for other institutions of higher education in the state of Washington. A set of methods was devised to locate suitable students, increase faculty awareness of the project, identify and gain support of successful science/technology resource women in the community, and create an advising booklet. Instructional procedures emphasized the development of an integrated career counseling course that focused upon individual decision making within a supportive interpersonal environment. A pre- and post-test design was utilized that included unpublished tests, standardized tests, and case studies. By the completion of the course, approximately 68% of the 54 participants were actively planning to enter sci/tech careers. Twenty-two women were engaged in training in a sci/tech field along with an additional 10 training for other careers. Over 90% of the participants obtained a clear confirmation. Additional accomplishments pertained to increased convictions with regard to the necessity for college supportive systems as crucial for such a project and course. Revisions based on participant reactions were made and the component retested. (Author/BM)

ED 186 653 CE 025 004

Welton, Richard F.

Development of Curriculum and Instructional Materials for Young Farm Wives Chapters. Final Report.

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date-Nov 78
Note-112p.; Some appendixes will not reproduce well due to light type.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Education, Curriculum Development, *Educational Needs, Females, Needs Assessment, Program Improvement, Questionnaires, Rural Extension, *Spouses, *Vocational Education, Young Adults, *Young Farmer Education
Identifiers-*Kansas, *Young Farm Wives Chapters

The major purpose of this project was to determine the need for and the development of curriculum and instructional materials for members of young farm wives chapters. Young farm wives advisors, young farm wives officers, and young farm wives members were surveyed using a needs assessment questionnaire. The list of instructional areas identified in the questionnaire was derived through communications with Kansas young farm wives advisors, chapter officers and members, as well as selected members of the Kansas State University Agricultural Education and College of Agriculture staff. In addition, a series of educational activities was included for evaluation by the respondents. Questionnaire data revealed that farm management had the largest percentage indicated for any area. Consumer education was the second highest selected instructional area with a total percentage of twenty-seven. Ranking number three and four were the instructional areas of family relations and estate planning. Among other findings was that the vocational agriculture classroom was viewed as the location where instruction should take place. Eighty-seven percent of the respondents indicated a need for a resource personnel directory. (Appended material includes the project questionnaire, summary data tables, and a resource personnel directory for Kansas young farmers and young farm wives chapters.) (LRA)

ED 186 654 CE 025 019

Hunt, Charles R.

The Development of a Model for Estimating the Costs Associated with the Delivery of a Metals Cluster Program.

Pub Date-Aug 78

Note-107p.; Master's Thesis, Northern Illinois University. Not available in paper copy due to light print.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Estimates, *Enrollment, Enrollment Projections, *Expenditure Per Student, Machine Tool Operators, Metal Working, Models, Postsecondary Education, *Program Costs, Theses, *Trade and Industrial Education, *Unit Costs, Welding

Identifiers-Norfolk State College VA

A study developed a model to assist school administrators to estimate costs associated with the delivery of a metals cluster program at Norfolk State College, Virginia. It sought to construct the model so that costs could be explained as a function of enrollment levels. Data were collected through a literature review, computer searches of the Educational Resources Information Center (ERIC), and consultations with knowledgeable persons in the fields of accounting and administration. Direct and relevant overhead expenses for estimating the per student contact hour costs were identified from basic cost data secured from direct inquiry of qualified sources; records; building plans and specifications; equipment suppliers' catalogs, specifications, and quotations; and the utilization of engineering formulas and constants. Unit costs were computed for present and increasing levels of enrollment, and estimated total program expenditure was adjusted for inflation for a one-year projection. Major findings were that per student contact hour costs for a program and individual instructional areas (1) can be computed using cost accounting concepts and procedures; (2) have instructional salaries as their largest single element; (3) were higher for the machine shop than for the sheet metal, foundry, and welding area; and declined as enrollment increased to optimum size. (YLB)

ED 186 655 CE 025 025

Wentworth, Robert B., Ed.

Correspondence Education: Dynamic and Diversified. Volume 1: The Advance Papers. International Council for Correspondence Education World Conference (11th, New Delhi, India, November 8-15, 1978).

International Council for Correspondence Education.

Pub Date-78

Note-216p.; For a related document see CE 025 024.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Correspondence Schools, *Correspondence Study, *Counseling Techniques, *Educational Administration, *Educational Research, *Foreign Countries, Futures (of Society), Home Study, Independent Study, *Teaching Methods

This first volume of a two-volume report on the Eleventh World Conference of the International Council for Correspondence Education (ICCE) contains the advance papers presented at the conference. An introduction preceding these papers provides the ICCE president's message and an orientation by the host country, India. The 37 papers are organized into the following five categories: (1) correspondence education in general; (2) adminintrative practices; (3) teaching methods; (4) student counseling; and (5) applied research. Some of the topics addressed by these papers are predictions for the future of correspondence education; accreditation and enrollment concerns; financial concerns; the use of satellites, telecommunications, and computers; effective counseling techniques; and research trends and utilization. The biographies of program participants and guidelines for ICCE chairmen and rapporteurs are appended. (BM)

ED 186 656 CE 025 024

Wentworth, Robert B., Ed.

Correspondence Education: Dynamic and Diversified. Volume 2: Proceedings with the Additional Papers. International Council for Correspondence Education World Conference (11th, New Delhi, India, November 8-15, 1978).

International Council for Correspondence Education.
Pub Date-79
Note-306p.; For a related document see CE 024 023.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Correspondence Schools, *Correspondence Study, *Counseling Techniques, *Educational Administration, Educational Finance, *Educational Research, Educational Trends, *Foreign Countries, Home Study, Independent Study, Marketing, Student Characteristics, *Teaching Methods

This second volume of a two-volume report on the Eleventh World Conference of the International Council for Correspondence Education (ICCE) contains conference proceedings and additional papers. (The advance papers are presented in volume 1.) Presented along with the outline of the conference sessions is other related information such as an evaluation of the conference, guideline documents, and the ICCE constitution. Fourteen conference papers are included and organized into the following five categories: (1) correspondence education in general; (2) administrative practices; (3) teaching methods; (4) student counseling; and (5) applied research. Some of the topics addressed by these papers are adult education; Indian education; financial concerns; marketing concerns; student motivation; courses by cassette; research trends; and research data describing correspondence education students. (BM)

ED 186 657 CE 025 050

Rhode Island Consumer Education Curriculum Guide.

Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Pub Date-Jan 80
Note-38p.; Not available in paper copy due to small type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Economics, *Consumer Education, *Consumer Protection, Curriculum Guides, Economics Education, *Home Economics, Learning Activities, Postsecondary Education, Secondary Education, Teaching Guides
Identifiers-*Rhode Island

This consumer curriculum guide is divided into 10 component areas: basic economics in the marketplace, credit, consumer law/protection, banking skills, comparison shopping, advertising, responsible budgeting, insurance, taxes, and conservation of energy and resources. Each component is accompanied by a goal statement that identifies key concepts and interrelationships which should be achieved. The remainder of each of the components is comprised of an outline that provides specific objectives, suggested sample activities, and sample resources. (LRA)

ED 186 658 CE 025 051

Crosby, Richard K.

A System for Providing Relevant Metrics Education for Vocational Teachers in Kentucky. Final Report.

Louisville Univ., Ky. Dept. of Occupational and Career Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-19 Oct 79
Note-253p.; Some pages in this document will not reproduce well due to light type.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Air Conditioning, Auto Body Repairers, Auto Mechanics, Drafting, Educational Innovation, Equipment Utilization, Food Service, Horticulture, Industry, Inservice Teacher Education, Job Skills, Machine Repairers, Machine Tool Operators, *Material Development, *Measurement, Measurement Equipment, *Metric System, Postsecondary Education, *Professional Development, Repair, *School Business Relationship, Teacher Improvement, Teacher Workshops, Vocational Education, *Vocational Education Teachers, Welding
Identifiers-Kentucky

A project conducted in four vocational regions of Kentucky developed a system for providing vocational teachers with relevant metrics education and developed and identified materials to support and enhance the system. Ten occupational training areas selected as a focus of the project were air conditioning, auto body, auto mechanics, diesel mechanics, drafting, food service, horticulture, machine shop, small engine, and welding. A needs assessment involved vocational teachers and industry in a cooperative effort to determine what industry was doing about metrics and gained information to develop scale instruments to measure (1) what metric tools and equipment were used and (2) what metric measurements were made in vocational programs and industry. Two additional scales were designed to aid in planning for shop conversion to metrics and to determine individual metric professional development needs. Teacher workshops were conducted to provide awareness experiences and aid in planning for changeover. A metric education course for vocational teachers based on 16 available individualized modules was designed and offered in one region. (Appendixes, amounting to four-fifths of the report, include literature review references, sample scales, workshop materials, and other project-developed or -related materials.) (YLB)

ED 186 659 CE 025 054

Balian, Edward S. Klaas, Alan C.

Project OMEGA Experience Based Career Education. Third Year Evaluation and Project Summary. Final Report.

Wayne-Westland Community Schools, Mich.
Pub Date-Jan 80
Note-225p.; Small type in some of the data tables will not reproduce well.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Basic Skills, *Career Education, Career Exploration, *Competence, Employer Attitudes, *Experiential Learning, Grade 11, Grade 12, High Schools, *Job Skills, Occupational Information, Outcomes of Education, Parent Attitudes, Program Evaluation, Skill Development, *Student Development, Student Evaluation

Identifiers-Experience Based Career Education, Life Skills, Project OMEGA

The evaluation of the third year of Project OMEGA, an experience-based career education project, focused on three general areas of student ability: career education knowledge, basic skills, and competency in career areas. Experimental and control groups were assessed using the Comprehensive Test of Basic Skills, Career Education Skills Tests, and competency report including a measure on 13 competencies concerning whether community certification could be shown, and a teacher's scaled work evaluation. In addition to a statistical analysis, a comparative analysis was made to the first and second year of project operation. Surveys of parent and employer attitudes were also conducted. Over the two years of evaluation, the statistical analysis demonstrated that the program was successful in providing better career knowledge gains in students while not hindering their basic skills development. Generally little difference in basic skills was found between experimental and control groups. When a difference was found, it was generally in the direction of a higher score for the experimental group. In no case did the experimental group appear to suffer in their basic skills. Regarding the career education gain scores, it was apparent that the greatest gain was in grade 12 students, and particularly in females. (Appendixes, amounting to approximately one-half of the report, include the instruments used, detailed instrumentation evaluation, and evaluation summary.) (YLB)

ED 186 660 CE 025 060

Emergency Medical Services System Research Project Abstracts, 1979. NCHSR Research Management Series.

National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Report No.-DHHS-PHS-80-3271
Pub Date-Sep 79
Note-62p.; For a related document see ED 155 358.
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Abstracts, Delivery Systems, *Emergency Programs, Federal Programs, *Medical Research, Program Development, Program Evaluation, *Research Projects, Research Reports
Identifiers-*Emergency Medical Service, Emergency Medical Services Systems Act 1973, *National Center for Health Services Research, Public Health Service Act, United States

Abstracts are presented that describe research grants related to Emergency Medical Services (EMS) System's techniques, methods, devices, and delivery; the research effort was supported by the National Center for Health Services Research during fiscal year 1979. Two sections included in the document describe projects funded under section 1205 of the Emergency Medical Services Systems Act of 1973 and projects funded under section 305 of the Public Health Service Act. Abstracts are listed alphabetically by principal investigator. Each abstract provides administrative information including the project title, grantee institution, principal investigator, grant number, project period, authority, and funding level. In addition, the abstracts contain the objective, scope and findings (or expected findings) of each project. (LRA)

ED 186 661 CE 025 077

Goldberg, Alvin And Others

Career Education Program Project Performance Report: Academic/Career Education. University of Denver Final Report. Period Covered: October 1, 1978-September 30, 1979.

Denver Univ., Colo. Colorado Seminary.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Grant-G0078C0032
Note-121p.; Not available in paper copy due to light and broken type. For related documents see ED 163 226, and ED 167 775.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Education, Business Administration Education, *Career Counseling, *Career Education, Careers, Courses, Curriculum Development, *Education Work Relationship, Employment Opportunities, Higher Education, Humanities, Integrated Curriculum, Interdisciplinary Approach, Job Skills, *Liberal Arts, Physical Sciences, School Business Relationship, Sciences, Social Sciences, Student Teacher Relationship, Teacher Responsibility, Universities
Identifiers-Education Amendments 1974, University of Denver

The University of Denver developed and implemented a project integrating career education with traditional liberal arts and sciences programs. Fifteen departments representing the humanities, physical sciences, and social sciences in the College of Arts and Sciences and the management disciplines of the College of Business Administration generated five major categories of career-oriented activities: advising-related, curricular offerings, interdisciplinary courses, curricular reform, and faculty/community/student exchanges. Evaluation, consisting of faculty and student surveys, indicated (1) faculty, generally supportive of integrating career education, viewed career advising as part of their function; (2) most faculty are current on career opportunities, but few teach career education concepts or arrange for contacts with business; (3) project faculty advised more students about course selection in light of career options, arranged more student contact with business, and taught more career education courses; (4) participating students were able to identify more career options and skills they were learning as relevant to careers; (5) exposed students were more confident about obtaining employment: (6) students were more positive than faculty about integrating career education; and (7) exposed students communicated more frequently with faculty, alumni, and peers about career decisions. (Appendixes, amounting to over one-half of the report, include project-developed materials and questionnaires.) (YLB)

ED 186 662 CE 025 086

Spooner, Kendrick L.

A Survey of Four-Year Colleges' and Universities' Graduate Follow-Up Processes.

Center for Education and Management, Inc., Kersey, Colo.

Spons Agency-Colorado State Occupational Information Coordinating Committee, Denver.

Pub Date-31 Aug 79

Contract-CF460147

Note-49p.; The appended survey form will not reproduce well.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Differences, *Followup Studies, *Graduate Surveys, *Higher Education, *Methods, *Outcomes of Education, *State Surveys, Systems Analysis, Vocational Followup

A survey of four-year colleges' and universities' graduate follow-up procedures was conducted to (1) establish what type of follow-up systems are used, (2) determine what commitment the administration of the institutions has to implementing a graduate follow-up system, (3) determine to what extent the institutions are planning changes in their student follow-up practice, (4) determine how current data are collected, and (5) determine how helpful a centralized graduate follow-up system would be to various colleges and universities. An on-site survey and interviews of various professional staff at each institution revealed that there were three basic types of systems identified. The first of these systems were the follow-up systems developed by the institutional research or placement divisions that collected information pertaining to occupational title and student major. The second type was the graduate follow-up completed by the department or schools with an institution that primarily impacted on program improvement and program evaluation. The third type of follow-up study was the ad hoc study completed by some institutions. (Summaries of the interviews at each institution are included, and the survey instruments are appended.) (LRA)

ED 186 663

CE 025 094

Learning by Vocations. Views on Vocational Education by Former High School Students after Five Years of Real-Life Experiences. Summary of a Survey Conducted by the Advisory Council for Technical/Vocational Education in Texas.

Texas Advisory Council for Technical - Vocational Education, Austin.
Pub Date-31 Oct 78
Note-71p.; Small type in tables will not reproduce well.
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Assessment, Followup Studies, *Outcomes of Education, *Program Effectiveness, Secondary Education, State Surveys, *Student Attitudes, *Vocational Education
Identifiers-*Texas

A Texas study surveyed a sample of senior-level students who were in vocational programs in the 1972-73 school year to (1) identify any gains or advantages from vocational education (other than job-placement) in an occupation related to that training and the salaries earned; (2) identify any unmet educational needs among former vocational students five years out of high school; and (3) examine the match-up of students' actual experiences with their original expectations. Findings based on a 15.4% response rate indicated that the most valuable gains from vocational education were as follows: it is helpful as a learning method; it develops good attitudes toward work; and it prepares you for the first job after high school. Another finding reported was that 28% of the respondents chose either reading, writing, or mathematics as the subject in which they would like most to have additional training. (Appended material includes the survey instruments and summary data tables.) (LRA)

ED 186 664 CE 025 095

Vocational Education A Decade of Progress. 10th Annual Report of the Advisory Council for Technical-Vocational Education in Texas to the State Board for Vocational Education.

Texas Advisory Council for Technical - Vocational Education, Austin.
Pub Date-31 Dec 79
Note-57p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advisory Committees, Conservation Education, Correctional Education, Cost Effectiveness, *Delivery Systems, Educational Needs, *Educational Trends, Energy, Energy Conservation, *Enrollment, Postsecondary Education, Program Costs, Program Descriptions, Program Development, Program Evaluation, Secondary Education, State Surveys, Statistical Data, Teacher Attitudes, *Vocational Education

Identifiers-*State Advisory Councils, *Texas

Assessment of the present status of vocational education in Texas and recommended priorities for the future constitute this annual report. Part 1 documents the progress of the 1970s and lists 15 challenges for vocational education in the 1980s, including application of meaningful evaluation procedures and careful program planning to maximize cost effectiveness. Strengthening the role of vocational education in energy conservation and development and providing education and training opportunities for the incarcerated are the two areas recommended for specific improvement of vocational and adult education. Part 2, Advisory Council Evaluation and Responsibilities under Public Law 94-482, presents the 13 State Advisory Council responsibilities listed in the Education Amendments of 1976 and details the progress made toward the achievement of each. Part 3 summarizes characteristics and concerns of secondary and postsecondary vocational programs in the state gathered from (1) a mail survey (88% response) and (2) 10 ``teachers speak'' hearings conducted during inservice workshops of vocational teachers and counselors. Baseline data concerning program enrollments, funding, and skill and subject area provisions are presented for assessing change over a 10-year period (1968-1978). Linkages with other human resource agencies and innovative practices in serving special populations are among some of the other program characteristics reported. The final section provides a summary of council meetings and activities. (MEK)

ED 186 665 CE 025 097

Hoffman, Ellen

Lifelong Learning and the U.S. Congress, 1977-78.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date-Apr 79

Note-26p.

Available from-Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, NW, Washington, DC 20036 ($2.50).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Legislation, Educational Policy, Educational Trends, *Federal Legislation, *Lifelong Learning, *Public Policy, State of the Art Reviews, Trend Analysis

Identifiers-Congress 95th, Lifelong Learning Act, United States

Two years of work by the 95th Congress (1977-78) are examined with regard to programs and issues which have implications for lifelong learning as a national policy. (Lifelong learning is defined as that policy or combination of policies which contribute to and/or encourage learning by persons throughout their lives in a variety of formal and informal environments.) Topics reviewed are the Lifelong Learning Act enacted by the 94th Congress (Part B of Title I of the Higher Education Act); work-related lifelong learning (career education, welfare reform, The Comprehensive Employment and Training Act CETA, employer tuition assistance, educational leave); lifelong learning for special groups (elderly, handicapped, preschoolers, adults, women); aid to individuals for lifelong learning (tuition tax credits); executive branch reorganization (Department of Education); renewal of education programs (community education, basic skills); and budget and appropriations. The author concludes that there is increasing recognition of the importance of providing access to learning for Americans of all ages and circumstances. Failures are attributed to a complex of political and bureaucratic factors extending into the broad realm of social and economic policymaking. Actions of the 96th Congress will be dependent, she says, on shifts in committee assignments, administration budget proposals, and the general trend toward reduction of federal regulation and spending and on the fact that lifelong learning is not an isolated and discrete movement or interest. (JT)

ED 186 666 CE 025 107

Downs, Marguerite And Others

Meeting Guidance Needs of Vocational Education Students. Part I: Assessing the Capacity of the State College and University System to Prepare Future Educators and Counselors Skilled in Vocational Guidance. Part II: A Statewide Assessment of the Guidance and Counseling Support Needs of Vocational Education Students.

Johns Hopkins Univ., Baltimore, Md. Evening Coll.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Note-277p.; Not available in paper copy due to thin type.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Counseling, *Career Guidance, Colleges, Counselor Attitudes, *Counselor Training, *Educational Assessment, Guidance Personnel, Institutional Evaluation, Needs Assessment, Program Effectiveness, Relevance (Education), State Surveys, *Student Needs, Teacher Attitudes, *Teacher Education, Universities, *Vocational Education, Vocational Education Teachers

Identifiers-Maryland

Part 1 of this two-part project assessed the capacity of the state colleges and universities to prepare vocational educators and counselors skilled in vocational guidance. It provided a quantitative analysis of present and needed capacity, a parallel analysis of local district plans for vocational education, and an analysis of occupational trends from national and state sources. Conclusions indicated that colleges and universities train enough counselors, but program standards are not uniform. Teachers need training in guidance skills, and teachers and counselors need to know more about the other's responsibilities. Part 2 surveyed and compared student needs for counseling and vocational guidance services as perceived by students, vocational education instructors, and counselors, and ascertained counselors' needs for professional training. Students indicated a need for help with job placement, courses and grades, and college selection. Professionals felt student needs were in the areas of personal management and interpersonal relationships. Counselors and teachers indicated a need to learn more about special needs students, community resources, job information, and career decision-making skills. Student needs for vocational guidance were frequently found to be inadequately met. (Author/YLB)

ED 186 667 CE 025 112

Miller, Marcia L.
Seminar on Research Coordinating Units in Vocational Education. Coordinating Committee on Research in Vocational Education Seminar Proceedings (December 14, 1979).
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-Apr 80
Note-31p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Background, *Educational Research, *Futures (of Society, *Research Coordinating Units, State Agencies, Statewide Planning, *Vocational Education
Identifiers-*Coordinating Committee Research Vocational Educ

This document summarizes the discussions and presentations made at a seminar on Research Coordinating Units (RCUs) held by the Coordinating Committee on Research in Vocational Education (CCRVE) on December 14, 1979. Presentations were made on the following topics: establishment and activities of the CCRVE; historical perspective of the RCUs; result of a survey of RCU directors conducted for the National Institute of Education's Vocational Education Study; and future planning issues. A general discussion concerning the future direction of the RCUs follows the presentations. Appended to this summary are the following items: list of participants; RCU Study Questionnaire; and a brief summary of the meeting. (BM)

Hensley, Gene

Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education. A Communications Project. Final Performance Report, October 1 1978, through November 30, 1979.

Education Commission of the States, Denver, Colo.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Grant-G007802021
Note-102p.; For related documents see CE 024 173, ED 163 226, ED 166 542-545, and ED 167 775.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Agency Cooperation, *Career Education, Coordination, Educational Cooperation, Educational Legislation, Federallegislation, Industry, *Institutional Cooperation, National Surveys, *Policy Formation, Public Policy, *School Business Relationship, State Legislation, Statewide Planning, Unions
Identifiers-Education Amendments 1974

To assist states in developing political/educational linkages that are basic to the implementation of career education, a national project was designed with three objectives: (1) to determine the nature and extent of the participation of business, industry, and labor in career education policy development and program implementation in each state, (2) to identify, classify, and report federal and state policies, laws, and regulations that have implications for planning, financing, and implementing career education at state and local levels, and (3) to develop, recommend, and facilitate alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project. Information was collected through interviews with representatives of business, industry, labor, government, and education, and through a mail survey of agencies, individuals, and organizations. A twelve-member task force of nationally recognized experts and leaders of business, labor, industry, education, and government monitored all project activities, made recommendations based on collected data, and encouraged their use by individual constituencies. Four reports of survey findings and the model legislative and policy alternatives developed from their synthesis were published in a series of task force reports and recommendations (see Note). Two additional reports are forthcoming. (An interim performance report is available as CE 024 173.) (YLB)

Noeth, Richard J. Jepsen, David A.
Predicting Field of Job Entry from Expressed Vocational Choice and Certainty Level.
Pub Date-Apr 80
Note-21p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, Career Counseling, *Career Development, Employment Level, *Employment Patterns, *High School Students, Occupational Clusters, Occupations, Predictive Measurement, *Predictor Variables, Vocational Followup, Vocational Interests

A total of 1,994 students (approximately 70% of those who participated in the American College Testing Program's Nationwide Study of Career Development) who were working more than half-time three years later responded to an extensive mailed questionnaire followup study seeking to describe the predictability of actual job choice from expressed vocational choice and confidence in choice. Both choices and occupations were categorized into Holland-type job clusters. Analysis involved the use of weighted hit rates and coefficient Kappa. Expressed vocational choices correctly predicted actual occupation two years out of high school for 38% of the total sample (males 40%, females 35%). When certainty level was added to expressed choice, hit rates were 43% for very sure choosers, 38% for fairly sure choosers, and 28% for not sure choosers. Each choice level proved significantly different from the others. Selected implications reported for counseling and research activities are as follows. For research: (1) Holland's typology may not be as powerful for explaining the early careers of semi- and unskilled workers as for managerial, skilled, and professional workers (further followup is suggested); (2) the expressed vocational choice variable demonstrated its viability and reliability via self-report; and (3) Vrooms force model may explain the dymanics of expressed vocational choice (since it was associated with predictability of choice). For counselors, a student's choice seems to indicate both a general direction and an implied prediction that exceeds change at least within the six job clusters used in the study. Counselors can also infer from this study some employer requirements for entry into broad general groupings. (MEK)

ED 186 670 CE 025 144

Methods and Instruments Used for Evaluating Project MOVE Courses. Project MOVE (Maximizing Options in Vocational Education).

State Univ. of New York, Utica.

Pub Date-80

Note-70p.; For related documents see CE 023 593, CE 023 595, CE 024 111-112, and CE 024 114-115.

Available from-SUNY College of Technology, Department of Vocational Technical Education, 811 Court Street, Utica, NY 13502 ($1.50).

Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitude Change, *Attitude Measures, *Behavior Change, Check Lists, Enrollment, Evaluation Methods, Females, Formative Evaluation, Graduate Study, *Higher Education, Instructional Materials, Males, Measures (Individuals), Outcomes of Education, Pretests Posttests, Professional Development, *Program Effectiveness, Questionnaires, Self Evaluation (Individuals), *Sex Fairness, Sex Role, Sex Stereotypes, Summative Evaluation, Surveys, Teacher Improvement, *Vocational Education

Identifiers-Project MOVE

This packet contains assessment instruments used to evaluate the effectiveness of Project MOVE (Maximizing Options in Vocational Education) graduate-level courses. (Courses are offered over a two-semester period to vocational educators, administrators, and counselors.) An introduction discusses evaluation methods and presents a chart listing sources of data collection. The chart also indicates the use of each source of data in respect to summative evaluation of course effectiveness, formative evaluation of teaching and materials, and initial assessment of classes' and class members' implementation of the evaluation component of course content. Each instrument is preceded by an explanatory sheet that describes the instrument, gives its purpose, and may discuss reliability and validity. Answer sheets, scoring keys, and examples are provided as necessary. Contents include pre- and post-attitude measures (What Do You Feel, Class Participants' Questionnaire), behavior measures (checklists for student, counselor, and administrator), knowledge measures (Quick Quiz on Title IX, Title IX or Title II Quiz, Changing Work Force and Family Quiz), Youth Group Survey (Attitudes and Knowledges), Evaluation Activities Performed by Class Members, Learning Packet Logs, Learning Packet Self Assessment, and Assessment of Course Materials (Project Status Report, Group Growth Evaluation Form, Class Evaluations, Course Evaluation, Follow-up School Progress Report, and Enrollment Figures). (YLB)

ED 186 671 CE 025 188

Ott, Mary Diederich And Others

The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date-Mar 80

Grant-VEA-79-3A-755GS

Note-196p.; For related documents see ED 163 198 and ED 166 410.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Career Choice, Counselor Attitudes, *Enrollment Influences, Enrollment Trends, *Nontraditional Occupations, Parent Attitudes, Secondary Education, Sex Discrimination, *Sex Fairness, *Sex Stereotypes, Social Discrimination, Student Attitudes, Surveys, Teacher Attitudes, *Vocational Interests

Identifiers-New York

An expanded analysis of factors related to sex-role stereotyping in New York State (which were identified in phase 1) was conducted in the second (final) phase of the project. (See Note for report on phase 1.) Data were collected by surveying occupational education students generally 11th and 12th graders in selected programs in the trade, industrial, and service areas; 10th graders in general high school courses; parents; teachers; and counselors. Tenth grade survey results indicated that 33% of boys and 55% of girls considered (although few actually planned to take) nontraditional courses, and ways to encourage nontraditlonal course choice differed for girls and boys. Surveys of occupational education students showed that fathers were more helpful to boys than girls in traditionally male programs, and students perceived parents' sex-stereotyped attitudes toward programs. Counselor and teacher survey findings indicated all but one of forty-six teachers were in fields traditional for their sexes, most teachers and counselors had not attended sex-equity workshops, 90% felt boys and girls should be encouraged to take nontraditional courses, and a positive association existed between a teacher's personal efforts to increase nontraditional enrollment and presence of nontraditional students in the instructor's classes. (Survey instruments are appended.) (YLB)

ED 186 672 CE 025 194

Mowsesian, Richard

Aging and Work in American Society.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Note-88p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Development, Adult Education, Age, *Aging (Individuals), Classification, *Definitions, *Employment, Financial Needs, Health Needs, Human Resources, *Older Adults, Policy Formation, Psychological Needs, Public Policy, *Research Needs, Retirement, Social Problems, Volunteers, Work Attitudes

On the premise that researchers, practitioners, and policy makers lack an extensive and systematic examination of the concerns of the aging, this monograph examines American social issues as a context for a functional definition of aging and a taxonomy for use in conducting research. Issues are examined with regard to aging and work in four areas of American society: waste of human resources, retirement, mental health and education. Health care and financial independence emerge as major concerns. Focus is on the context of social welfare versus self-help approaches and the need for more precise ways to describe the population. A functional definition is proposed in which an aging index is derived from measures of physical status, psychological well-being, economic stability, socialization, life satisfaction, and chance factors. A taxonomy of work and aging is then outlined which presents a systematic way to identify and state researchable questions concerning various groupings of older persons and the work conditions which may provide available work options for them. The taxonomy assumes that people experience the aging process differently, that the aging process is developmental, and that people operate at functionally different levels of ability and efficiency, and that people regardless of age, at different points in time and for different reasons, have needs for paid and/or unpaid work activities and associations. A final section presents implications for federal policy on aging, retirement, mental health, and education calling for major research efforts to bring clarity to the issues raised. (JT)

ED 186 673 CE 025 195

Seckendorf, Robert S.

The Organization, Structure and Financing of Vocational Education: 1987.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Note-110p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Costs, Economic Factors, Educational Finance, Enrollment Influences, *Enrollment Projections, Expenditure Per Student, Federal Aid, Federal Legislation, *Financial Support, *Futures (of Society), Government Role, Government School Relationship, Labor Force, Long Range Planning, Organization, Population Trends, Prediction, Social Influences, State Aid, State Federal Aid, *Vocational Education

A study identified forces and factors that may emerge and influence the future of vocational education. While states may vary structure, organization, extensiveness, and resulting impact, the basic purpose of vocational education continues to be preparation for work. It also has the broad goals of the larger education system to be responsive to constantly changing social requirements. Past national influences have included federal legislation separating it from education in general by selective financing and emphasis on special populations. Critical factors in its future organization and structure are population trends and nature of the labor force. Considering available financial resources and economic pressures, possible enrollment is predicted to be lower at the secondary level, higher at the postsecondary. Possible cost predictions range from $4.35 billion (1976 level) to $5.25 billion, with federal funds representing (still) 10.9%. Past federal financial support has primarily been distributed by population. Federal shares of financial vocational education must be increased to equalize cost, which then would allow states to increase support for new or expanded programs for other groups. The federal government must also consider the states' ability to support vocational education and the need for additional funds to provide for special needs groups. (YLB)

ED 186 674 CE 025 196

Barnes, Keith D.

The Appraisal of School Guidance and Counseling Services in the Urban Schools.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80

Note-49p.; For related documents see CE 024 197-199.

Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, Career Education, Consultation Programs, Counseling Services, Counselors, Educational Philosophy, *Evaluation Criteria, Facilities, Financial Support, Guidance Objectives, Guidance Personnel, *Guidance Programs, Information Services, Organizational Effectiveness, Personnel Evaluation, Program Development, *Program Effectiveness, Program Evaluation, Referral, School Counseling, *School Guidance, Secondary Education, *Self Evaluation (Groups), Student Placement, Urban Schools

This resource booklet contains an operational appraisal instrument for use in evaluating the program effectiveness of secondary school guidance and counseling activities. It first presents criteria for exemplary guidance programs, which form the basis for the evaluation. Program areas appraised by this instrument include philosophy and objectives, guidance staff (professional, related professional, counselor-support, and clerical personnel), program (responsibilities, appraisal services, personal-social and educational-occupational information services, consultative and referral services, orientation and educational placement, counseling services, program development), facilities and provisions, and financial support. A scoring and weighing sheet is provided. Users obtain a quantitative measurement of a guidance and counseling program's strengths and identify areas in need of improvement. (The study that developed this document is reported in CE 024 197.) (YLB)

ED 186 675 CE 025 197

Barnes, Keith D.

The State of Urban School Guidance and Counseling in the Major School Districts of America.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Note-228p.; For related documents see CE 025 196 and CE 025 198-199.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Counseling, Career Education, *Career Guidance, Community Influence, Delivery Systems, Environmental Influences, Family Influence, Guidance Programs, National Surveys, Program Improvement, Public Schools, *Pupil Personnel Services, School Community Relationship, School Counseling, *School Guidance, Secondary Education, *State of the Art Reviews, Urban Areas, *Urban Schools, Urban Youth
Identifiers-United States

A comprehensive analysis of the state of school guidance and counseling emphasizing career guidance and counseling involved a literature search, compilation of current educational statistical data, a national survey of large city career counseling services, visitations and direct communication with school guidance personnel, and interviews with leaders in the field. Factors in the home, school, and community which influence urban youth were identified. Reform of past practices emphasizing special needs and college-attendance-related job functions was recommended to respond to the varied services demanded from and limited funds available to counselors today. Although they are sound, existing models for delivery of career counseling were considered dependent on accurate student needs and self-understanding information. An alternate method incorporating community involvement was suggested. A survey of the 112 largest public school systems produced information indicating that career guidance and counseling services in urban schools (1) are not properly funded; (2) lack adequate supplies, resources, and personnel; (3) need to develop models to improve services; (4) need to establish operational professional roles and function statements; (5) are facing pressure to add more duties despite staff shortages; (6) require more intensive inservice training and skill development experiences; and (7) must improve their communication skills with school staff and the community. (The survey instrument is appended. See Note for needs assessment, operations evaluation instruments, and model and delivery system.) (YLB)

ED 186 676 CE 025 198

Barnes, Keith D.

A Model for Urban School Career Counseling Services.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80

Note-27p.; For related documents see CE 025 196-197 and CE 025 199.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Counseling, *Career Guidance, *Community Resources, Cooperation, Counseling Services, Counselor Role, Delivery Systems, Facilities, Financial Support, Guidance Personnel, Guidance Programs, Models, Parent School Relationship, *Program Design, *Program Development, Program Evaluation, *Program Implementation, School Community Relationship, Urban Areas, *Urban Schools

This aggregation model for urban school career counseling services presents a systematic alternative to those career guidance and counseling strategies presently in place in urban schools. Its purpose is to facilitate collaborative efforts by school staff, parents, students, and the community in building career guidance and counseling sevices based in the school yet drawing upon the rich human and material resources of the urban area. The career counseling model, presented in both graphic and narrative forms, involves four stages (47 components): planning (13), design (19), implementation (9), and evalaution (6). The narrative section defines the components and describes the role which personnel, financial resources, facilities, and other support systems play in the career counseling process. The establishment of an aggregation of career counseling sponsors, including the local school district, state education department, counselor education institution, and professional organizations is required to implement this model. (The study which developed this document is reported in CE 025 197.) (YLB)

ED 186 677 CE 025 199

Barnes, Keith D.

Assessing and Improving School Communications: A Handbook for Staff Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-80
Note-53p.; For related documents see CE 024 196-198.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, Committees, Communication (Thought Transfer), Communication Skills, Educational Needs, Educational Objectives, Group Discussion, *Group Dynamics, Mass Media, Meetings, *Needs Assessment, *Organizational Communication, Parent School Relationship, Participation, Program Evaluation, *Publicity, Public Relations, *School Community Relationship, School Publications, Secondary Education, Staff Development, Teamwork, *Urban Schools

This handbook for urban school staff provides guidelines and resource materials for implementing school needs assessment and communicating information about programs, services, and events in the school district to the community. It presents field-tested methods which have been utilized in a number of the largest public school districts. Part 1, on the topic of establishing and conducting a school needs assessment summarizes the eight major procedures that should be followed in conducting a needs assessment. It also contains suggested materials for improving school community communications, such as the outline of an exemplary student handbook and a parent survey for use as continuous evaluation of school/community relations. Parts 2 and 3 provide information to help improve the school communication effort, particularly at the individual school building level. The second part of the handbook focuses on using the printed and spoken word to communicate information to various groups. Suggestions are given on how to use the media and the services of the school systems communication specialists. Part 3 contains information and resources that can improve face-to-face situations and obtain feedback from various groups. Emphasis is given to meetings and committee work. (The study that developed this document is reported in CE 024 197.) (YLB)

ED 186 678 CE 025 216

Apprenticeship: Selected References, 1974-1979.
Office of the Assistant Secretary for Administration and Management (DOL), Washington, D.C.
Pub Date-Jul 79
Note-58p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstracts, Annotated Bibliographies, *Apprenticeships, Books, Citations (References), Disadvantaged, Filmographies, Foreign Countries, *Minority Groups, Opinion Papers, Periodicals, Program Descriptions, Reports, *Standards, *State Programs, *Womens Education

This bibliography provides selected references on apprenticeships published between 1974 and 1979. References included were obtained from a search of the card catalog of the Department of Labor library, standard periodical indexes, and other reference sources such as Educational Resources Information Center and the National Technical Information Service. The bibliography is divided into 11 sections: general books and pamphlets, general articles and papers, standards for apprenticeship, state apprenticeship programs, descriptions of individual apprentice programs, minority and disadvantaged groups in apprenticeship, women in apprenticeship, apprenticeship contests, miscellaneous brief articles, apprenticeship in other countries, and films. In addition to bibliographic information, many of the citations include annotations. (LRA)

ED 186 679 CE 025 222

Jung, Steven M. And Others

Implementation of the Career Education Incentive Act. First Interim Report on the Evaluability Assessment.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Report No.-AIR-80600-3/80-IR(1)

Pub Date-Mar 80

Contract-300-79-0544

Note-224p.; Small print in figures will not reproduce well.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Career Education, Educational Objectives, Educational Practices, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Federal Aid, *Measurement Objectives, Measurement Techniques, Models, *National Programs, National Surveys, Program Development, *Program Evaluation, State Programs

Identifiers-*Career Education Incentive Act 1977

Survey activities are reported which were designed to provide the foundation for a national evaluation of the effectiveness of programs assisted under the Career Education Incentive Act of 1977 (PL 95-207). The methodology described, called program evaluability assessment,'' focuses on detailed analysis of program assumptions in order to clarify objectives of the career education program, identify elements of the functional program model, and identify the basis for the future national evaluation. Three separate efforts are reported: (1) telephone interviews with twenty-six members of stakeholder groups (e.g., educational organizations, business, industry and community groups, and fourteen State Career Education Coordinators); (2) detailed review of each of the fifty-three State Career Education Plans (FY80) received by the Office of Career Education; and (3) site visits to ten states to examine actual funding mechanisms and activities. Findings, which revealed discrepancies between intended and actual program, are discussed in relationship to program accountability and flow of funds, and direct and indirect program interventions. Measurement models (based on the finding that the program is evaluable'') are presented in a table listing the following information for each of forty major activity-outcome linkages: key actor (organization/group), activity, intended outcome, measures, data source, quantifiability, potency, and collection/processing effort. Appendixes contain detailed analyses of state plans, notable examples of state leadership activities, and measurement models for seventy-three elements (for use by managers of state and local programs. (JT)

ED 186 680 CE 025 223

Vella, Jane Kathryn

Learning to Listen: A Guide to Methods of Adult Nonformal Education.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date-79

Note-59p.

Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003 ($3.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Adult Learning, Community Education, Educational Games, Folk Culture, Foreign Countries, Group Activities, Guides, Human Relations, *Listening, *Listening Skills, *Nontraditional Education, Role Playing, Simulation, *Teaching Methods

Identifiers-Tanzania

Intended to aid field workers in nonformal adult education programs, this guide indicates ways of listening to a group or a community, approaches to sharing rather than transmitting, and methods of problem-posing education. The first chapter examines the importance of respect as a learning principle in adult nonformal education and explores some of the ways found effective in operationalizing that respect. In chapter 2, the physical and social structures that are effective in eliciting sharing relationships are discussed. Chapter 3 describes how to conduct and analyze a listening survey that is designed to identify themes, problems, or issues that will most effectively lead the community to meaningful action for personal and social development. Chapter 4 discusses the use of codes as teaching material in adult/adult learning. (Code is defined as an instrument designed to bring the generative theme back to the people so that they can reflect upon and analyze it, such as through skits, songs, or pictures.) In chapter 5, the important elements of group work are examined. The sixth chapter discusses group roles, role playing, role reversal, and other kinds of role play useful in an adult/adult learning design. The use of games is examined in chapter 7, and the use of folk material is discussed in chapter 8. Much of the content and examples in this guide were drawn from the experiences of the author in a program called Community Education for Development'' in Musoma, Tanzania. (BM)

ED 186 681 CE 025 229

Driver Education Curriculum Guide. Laboratory Aide Instruction Curriculum Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of School Finance.

Note-211p.; For related documents see CE 024 566 and ED 181 254.

Available from-Ohio Department of Education, Division of School Finance, Driver Education Section, 65 South Front Street, Room 815, Columbus, OH 43215.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Course Content, Curriculum Guides, *Driver Education, *Inservice Teacher Education, Lesson Plans, *Teacher Aides, Teaching Guides, Traffic Safety

Identifiers-*Ohio

The purpose of this curriculum guide is to prepare laboratory aide instructors to teach behind-the-wheel instruction to beginning drivers. The guide is designed with 12 specific instructional lessons to be conducted in conjunction with the scheduled driver education program. Each lesson follows a typical format that includes the following sections; (1) lesson title, (2) time (estimated scheduled hours), (3) lesson overview, (4) lesson objective, (5) instructional concepts, (6) suggested content outline, (7) learning activities, (8) instructional resources, and (9) candidate resources. Appended is a list of films and filmstrips that can be used in the course. (LRA)

Van Ausdle, Steven L.
Comprehensive Institutional Planning in Two-Year Colleges: A Planning Process and Case Study.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-140p.; The small type in tables will not reproduce well. For a related document see CE 024 231.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting, *Case Studies, *College Administration, *College Planning, *Educational Objectives, *Long Range Planning, Management Systems, Models, Program Implementation, Self Evaluation (Groups), Systems Approach, *Two Year Colleges, Vocational Education

This second of two monographs dealing with comprehensive institutional planning is directed at institutional representatives involved in the planning process at two-year colleges. It contains (1) information on a step-by-step approach to developing and implementing a comprehensive planning process (chapters 1-3) and (2) a case study of planning activity at Walla Walla Community College (chapter 4). Chapter 1 identifies and explains requirements of an effective planning process, including a planning model and prerequisites to effective planning. Implementation of the planning process is discussed in chapter 2. A conceptual model developed within the framework of the Planning, Management, and Evaluation System is presented, and these three phases of the process explained in detail: planning (preplanning, strategic planning, operational planning), management (plan utilization), and evaluation (including monitoring). Chapter 3 focuses on vocational education planning and explains suggested steps in a program planning model. The purpose of chapter 4 is to delineate and describe planning and budgeting processes used by Walla Walla Community College. A preliminary evaluation is attempted. Among exhibits illustrating how other institutions approach various aspects of the planning is a description of Valencia Community College's needs assessment approach. (A second monograph in the series, available as CE 025 231, provides essential information for planning to plan.'') (YLB)

ED 186 683 CE 025 231

Van Ausdle, Steven L.

Comprehensive Institutional Planning in Two-Year Colleges: An Overview and Conceptual Framework.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-109p.; For a related document see CE 025 230.

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Administration, *College Environment, *College Planning, Decision Making, *Educational Objectives, *Long Range Planning, Management Systems, Models, Needs Assessment, Self Evaluation (Groups), Systems Approach, *Two Year Colleges

Identifiers-Open Systems Theory

This first of two monographs dealing with comprehensive institutional planning is directed at executive officers and institutional planners of two-year colleges interested in initiating or improving their approach to planning. Chapter 1 discusses planning as an essential administration function for the 1980s; such planning must be sensitive to societal trends and value shifts. Chapter 2 overviews literature found to be of value for conceptualizing and developing a comprehensive institutional planning system. The review encompasses literature on planning theory and literature having specific application and reference to planning in the two-year college. Chapter 3 synthesizes premises found in the literature essential characteristics of the planning process, essential prerequisite considerations, and essential requirements of the process. Chapter 4 presents a conceptual framework to facilitate understanding of the role, function, and operation of a planning system. Discussion focuses on a popular administrative model (Planning, Management, and Evaluation Model) and a planning process developed within the framework of that system. Chapter 5 presents an open system view of planning, which takes into consideration the relationship with the nature of the environment. (A second monograph in the series, available as CE 025 231, offers a step-by-step approach to the planning process.) (YLB)

ED 186 684 CE 025 246

Knapp, Joan E.

Assessing Transfer Skills.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-G-78-0211
Note-25p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, CE 025 246-247, and CE 025 306.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Practices, Essay Tests, Higher Education, Individual Testing, Interviews, Job Skills, Learning Theories, Mastery Learning, Objective Tests, Performance Tests, Secondary Education, Self Evaluation (Individuals), Simulation, Skill Development, *Skills, State of the Art Reviews, *Testing, *Transfer of Training

Following a summary of what is presently known about transfer skills, the options available for assessment of transfer skills are identified and problems inherent in that task examined. Transfer skills (the ability or capacity of the learner or worker to transfer skills or knowledge from prior experiences to new ones) are discussed using the work of a number of contemporary theorists and noting points of general agreement. Types of educational measurements that can be applied to the assessment of transfer of skills are classified as either traditional or nontraditional methods. Traditional methods examined are paper and pencil, multiple choice, and objective tests. Nontraditional methods analyzed are interviews and oral examinations; simulations; essays; performance tests; and self-assessment devices. Examples of each, their use as well as advantages and disadvantages, are given. It is noted that no specific tests or procedures could be recommended as end-alls; rather, they are presented as tools to help determine if transfer has occurred. A bibliography of selected documents describing nontraditional assessment methods is included as an appendix. (MEK)

ED 186 685 CE 025 247

Kirby, Patricia

Cognitive Style, Learning Style, and Transfer Skill Acquisition. Information Series No. 195.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-OB-NIE-G-78-0211

Note-123p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, CE 025 246-247, and CE 025 306.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($7.25)

Pub Type- Dissertations/Theses - Undetermined (040) - Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Science Research, *Cognitive Style, Educational Practices, Higher Education, Learning Theories, Secondary Education, Skill Development, *Skills, State of the Art Reviews, *Teaching Styles, *Transfer of Training

Intended for educational practitioners interested in direct application of learning and cognitive style to the classroom and the encouragement of transfer skill acquisition, this document is a review and synthesis of cognitive, learning, and teaching style literature with application to adult life stages and development. The first section of the document is primarily an overview, discussion and merging of cognitive and learning styles with transfer skills. Linking Style and Transfer Skills'' discusses what is known about transfer skills and transfer skill acquisition, and then presents the notion of style and some of its elements as they relate to transfer skill acquisition. Chapters that follow examine the literature on cognitive style and learning style separately. Implications for research on all three of the concepts (transfer skills, cognitive styles, and learning styles) are offered within the context of a discussion teaching style. Current applications in educational and training environments are discussed and various inventories for assessing cognitive/learning styles are identified and compared to assist the reader in selecting a learning style approach. A number of literal and figurative illustrations are used throughout the monograph. (MEK)

ED 186 686 CE 025 250

Banker, Nancy Sirmay

The Salida Valley Unified School District: A Case Study in Policy Making with Regard to the Award of Credit for Experience-Based Learning.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-31 Jun 79

Note-54p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Board of Education Policy, Career Education, Case Studies, *Credits, Decision Making, Educational Policy, *Experiential Learning, *Government Role, Government School Relationship, Independent Study, *Policy Formation, *School District Autonomy, School Policy, Secondary Education, *State School District Relationship, Work Experience Programs

Identifiers-California (San Francisco Bay Area), Experience Based Career Education

This case study of a small suburban school district in the San Francisco Bay Area examines the interplay among individuals and groups within the district who make and implement policy decisions. The issue of awarding credit for experience-based learning focuses and directs the study. As an introduction to examination of the ways decisions are made, key policy makers (school board and district staff) are described. The transformation of proposals into approved programs is illustrated by following the district's experience-based educational programs work experience, experience-based learning, independent studies, and outside-of-school experience through the formal and informal decision-making channels. A discussion of the impact of state policy on the local level considers Senate Bill 90 (which limited local school board revenue-raising ability), institution of collective bargaining with teacher's unions, and Proposition 13, which imposed extensive limitations on local budgets. A final section enumerates these conclusions: the local level must balance the demands of federal, state, and local levels; federal level impact has been minimal, but state level policy has restricted district behavior; local decision makers feel that their powers are limited and that state and federal decision makers do not understand local needs and concerns; and effective communication must be established among all levels. (YLB)

ED 186 687 CE 025 254

Gemmill, Perry R. Kiss, Mary Ellen

Diagnostic Assessment of Disadvantaged Vocational Learners.

Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-30p.; For related documents see CE 025 255-259.
Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competency Based Teacher Education, Diagnostic Tests, *Educational Diagnosis, Educationally Disadvantaged, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests, *Vocational Education Teachers

This learning activity package (LAP) titled Diagnostic Assessment of Disadvantaged Vocational Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

ED 186 688 CE 025 255

Gemmill, Perry R. Kiss, Mary Ellen

Disadvantaged Learner Referral Process.

Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-25p.; For related documents see CE 025 254-259.
Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competency Based Teacher Education, *Educationally Disadvantaged, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, *Referral, Secondary Education, Tests, *Vocational Education Teachers

This learning activity package (LAP) titled Disadvantaged Learner Referral Process is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

ED 186 689 CE 025 256

Gemmill, Perry R. Kiss, Mary Ellen
Characteristics of Disadvantaged Learners.
Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-27p.; For related documents see CE 025 254-259.
Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competency Based Teacher Education, *Educationally Disadvantaged, Identification, *Individual Characteristics, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, *Student Characteristics, Tests, *Vocational Education Teachers

This learning activity package (LAP) titled Characteristics of Disadvantaged Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

ED 186 690 CE 025 257

Gemmill, Perry R. Kiss, Mary Ellen

Disadvantaged Learner Analysis Profile.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-79

Note-32p.; For related documents see CE 025 254-259.

Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Competency Based Teacher Education, *Diagnostic Tests, Educationally Disadvantaged, *Evaluation Methods, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests, *Vocational Education Teachers

This learning activity package (LAP) titled Disadvantaged Learner Analysis Profile is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

ED 186 691 CE 025 258

Gemmill, Perry R. Kiss, Mary Ellen

Occupational Cluster Analysis for Disadvantaged Vocational Learners.

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-79

Note-57p.; For related documents see CE 025 254-259.

Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cluster Analysis, *Competency Based Teacher Education, *Educationally Disadvantaged, Individualized Instruction, Inservice Teacher Education, *Job Analysis, Learning Modules, Postsecondary Education, Secondary Education, Task Analysis, Tests, *Vocational Education Teachers

This learning activity package (LAP) titled Occupational Cluster Analysis for Disadvantaged Vocational Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

ED 186 692 CE 025 259

Gemmill, Perry R. Kiss, Mary Ellen

School and Community Resources for Disadvantaged Learners.

Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-79
Note-30p.; For related documents see CE 025 254-258.
Available from-The Maryland Vocational Curriculum Production Project,

Western Maryland Vocational Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Resources, *Competency Based Teacher Education, *Educationally Disadvantaged, *Educational Resources, Individualized Instruction, Inservice Teacher Education, Learning Modules, Postsecondary Education, Secondary Education, Tests, *Vocational Education Teachers

This learning activity package (LAP) titled School and Community Resources for Disadvantaged Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

ED 186 693 CE 025 261

The Respiratory System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-Jun 79

Note-42p.; For related documents see CE 025 263, CE 025 265, and CE 025 267.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Allied Health Occupations Education, Allied Health Personnel, *Anatomy, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, *Human Body, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, *Physiology, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides

Identifiers-Lungs, Respiration, *Respiratory System

This instructional modular unit with instructor's guide provides materials on aspects of one of the major systems of the human body the respiratory system. Its purpose is to introduce the student to the structures and functions of the human respiratory system and the interrelationships of the two and to familiarize the student with some of the terms and concepts necessary for an understanding of the respiratory system. The modular unit is made up of several components: a pretest; four instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the respiratory system, upper respiratory tract, the lungs, and respiration. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests and answers to the post-tests. Three additional modules on the circulatory, musculoskeletal system, and digestive systems are available separately (see Note). (YLB)

ED 186 694 CE 025 263

The Musculoskeletal System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jun 79
Note-63p.; For related documents see CE 024 261, CE 025 265, and CE 025 267.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Allied Health Occupations Education, Allied Health Personnel, *Anatomy, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, *Human Body, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, *Motor Reactions, Nurses Aides, *Physiology, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides
Identifiers-Muscles, Muscular System, *Musculoskeletal System, Skeleton

This instructional modular unit with instructor's guide provides materials on aspects of one of the major systems of the human body the musculoskeletal system. Its purpose is to introduce the student to the structures and functions of the human musculoskeletal system and the interrelationships of the two and to familiarize the student with some of the terms and concepts necessary for an understanding of the musculoskeletal system. The modular unit is made up of several components: a pretest; seven instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the skeletal system, axial skeleton, appendicular skeleton, an introduction to the muscular system, major muscles of the body, supporting structures of the musculoskeletal system, and movements. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests, and answers to the post-tests. Three additional modules on the respiratory, circulatory, and digestive systems are available separately (see Note). (YLB)

ED 186 695 CE 025 265

The Digestive System National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jun 79
Note-48p.; For related documents see CE 025 261, CE 025 263, and CE 025 267.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education, Allied Health Personnel, *Anatomy, Behavioral Objectives, Dental Assistants, Emergency Squad Personnel, *Human Body, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, *Physiology, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides
Identifiers-*Digestive System

This instructional modular unit with instructor's guide provides materials on important aspects of one of the major systems of the human body the digestive system. Its purpose is to introduce the student to the structures and functions of the human digestive system and the interrelationships of the two and to familiarize the student with some of the terms and concepts necessary for an understanding of the digestive system. The modular unit is made up of several components: a pretest; four instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the digestive system, alimentary tract, accessory organs, and the utilization of food. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests, and answers to the post-tests. Three additional modules on the respiratory musculoskeletal, and circulatory systems are available separately (see Note). (YLB)

ED 186 696 CE 025 267

The Circulatory System. Instructional Materials in Anatomy and Physiology for Pennsylvania Health Occupations Programs.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jun 79
Note-50p.; For related documents see CE 025 261, CE 025 263, and CE 025 265.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education, Allied Health Personnel, *Anatomy, Behavioral Objectives, *Blood Circulation, *Cardiovascular System, Dental Assistants, Emergency Squad Personnel, *Human Body, Instructional Materials, Learning Activities, Learning Modules, Medical Assistants, Nurses Aides, Physiology, Postsecondary Education, Practical Nurses, Secondary Education, Teaching Guides
Identifiers-Blood, Heart, *Lymphatic System

This instructional modular unit with instructor's guide provides materials on aspects of one of the major systems of the human body the circulatory system. Its purpose is to introduce the student to the structures and functions of the human circulatory system and the interrelationships of the two and to familiarize the student with some of the terms and concepts necessary for an understanding of the circulatory system. The modular unit is made up of several components: a pretest; five instructional modules with objectives, informative materials, and corresponding post-tests; optional activities for the students; and a glossary of terms used in the unit. Topics covered in the modules include an introduction to the circulatory system, the blood, the heart, blood vessels, and the lymphatic system. The instructor's guide provides suggestions for effective use of the materials, including descriptions of each component, use of the components, scoring the post-tests, and answers to the post-tests. Three additional modules on the respiratory, musculoskeletal, and digestive systems are available separately (see Note). (YLB)

ED 186 697 CE 025 268

Milligan, Dorothy, Ed. Reid, C. J., Ed.
The Teamwork Approach: Training for Teachers & Volunteers Working Together. In-Service Training Models. Partners for the 80's.
National Education Association, Washington, D.C.; National School Volunteer Program, Inc., Alexandria, Va.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-80

Note-66p.; For a related document see CE 024 269.
Available from-National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, VA 22314 ($7.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Inservice Education, *Inservice Teacher Education, School Community Relationship, School Involvement, School Support, *Volunteers, *Volunteer Training, Workshops

Eight inservice training models are included for teachers, school staff members, and school volunteers. The models are designed to accomplish objectives such as (1) familiarizing the faculty with the value of participating in a school volunteer program; (2) familiarizing faculty with the objectives, structure, and policies of the school volunteer program; (3) creating teacher/volunteer teams and establishing open communication between teachers and volunteers; and (4) developing guidelines which will foster open communication between teachers and volunteers. A typical format for a model includes the following sections: time needed, participants, objective materials, special notes, and a content outline that gives the time, activity, and description of the method. Appended material includes a workshop for teachers and senior citizens, a Volunteers in Education Training for Teachers workshop, and model handouts. (LRA)

ED 186 698 CE 025 269

Mulligan, Dorothy, Ed.

Effective Involvement of School Volunteers. Handbook for Teachers. Partners for the 80's.

National Education Association, Washington, D.C.; National School Volunteer Program, Inc., Alexandria, Va.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date-79

Note-24p.; For a related document see CE 025 268.

Available from-National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, VA 22314 ($2.75)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, Guidelines, School Aides, School Community Relationship, *School Involvement, School Support, *Teacher Aides, *Volunteers

The purpose of this handbook is to help the teacher learn to involve school volunteers creatively and effectively in educational programs. Twelve steps are presented that teachers should take to involve volunteers effectively: (1) assess your needs, (2) talk with teachers who have worked with school volunteers, (3) request a volunteer for the classroom, (4) orient volunteer to classroom policies and procedures, (5) take time to know your volunteer, (6) match the volunteer's skills with needs of the classroom, (7) establish good communications, (8) share student's progress with volunteer, (9) show a continuing appreciation for the volunteer's service, (10) plan evaluation to include the volunteer and the students, (11) encourage your volunteer to seek training opportunities, and (12) set a good example. Appended material includes a list of 59 ways volunteers can help at the elementary school level, a list of 22 ways volunteers can help at the secondary school level, a sample teacher request form, an initial teacher/volunteer conference checklist, a list of twenty-five ways to show appreciation to the volunteer, and self-evaluation questions for the volunteer and teacher. (LRA)

ED 186 699 CE 025 272

Gottfredson, Linda S.

Change and Development in Careers. Final Report.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-G-76-0075
Note-413p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Behavior Change, *Career Change, *Career Choice, *Career Development, Education Work Relationship, *Employment Patterns, National Surveys, *Occupational Aspiration, Occupational Information, Social Change, Vocational Interests, Vocational Maturity, Work Attitudes

This report describes a study that examined three types of change that affect career development: (1) changes in jobs and behavior that occur as people mature and age, (2) cultural changes that alter the opportunities and attitudes of people born at different times in history, and (3) changes in the environment that affect the opportunities and behavior of people. Following an introductory chapter, chapter 2 reviews the major approaches to career development in sociology and psychology while chapter 3 outlines how the two approaches can be combined. Chapter 4 describes the development and validity of the occupational status and the occupational field classifications. The fifth chapter describes the National Longitudinal Survey data used in the study. The next three chapters describe patterns of career outcomes: the employment status and kinds of work held at different ages, the occupational aspirations men have at different ages, and the extent to which earlier aspirations and jobs determine later jobs held. Chapter 10 focuses on family and personal background variables that are associated with entering different fields and levels of work, while chapter 11 focuses on the influence of educational and economic environments. The

final two chapters review the theoretical and practical implications of the study. (LRA)

ED 186 700 CE 025 278

Pak, Moon J. And Others

Development and Implementation of a Comprehensive Medical Review Program for FLEX. Final Report.

Oakland Univ., Rochester, Mich.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Pub Date-5 Apr 78
Contract-231-75-0621
Note-77p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Certification, Communication Skills, Cultural Education, Curriculum Development, *Diagnostic Teaching, *Foreign Medical Graduates, Individualized Instruction, *Medical Education, Medicine, Physicians, Postsecondary Education, Professional Continuing Education, Program Development, Reading Comprehension, Refresher Courses, Review (Reexamination), Vocational Education
Identifiers-Federal Licensing Examination

A program at Oakland University, Rochester, Michigan, developed and adminstered a preparatory course for the Federal Licensing Examination (FLEX) for non-fully licensed physicians employed in the United States. Statistical data indicated that nearly 75% of the condidates for licensure in states employing FLEX were foreign medical graduates with a pass rate under 50% compared with a pass rate of 85% for U.S. medical graduates. The integrated basic and clinical science curriculum and English/cultural curriculum developed were presented during a three-month program. An elaborate diagnostic appraisal process identified participants' individual strengths and weaknesses prior to program participation. The pass rate of the fifty-nine participants who took the June, 1977, FLEX was 27.1%, approximately 22% below the overall anticipated national norm. Statistical analysis of the scores demonstrated significant improvement in clinical competence and clinical science with less improvement in basic sciences. A detailed comparison of individuals who passed with those who showed the least improvement on the FLEX suggested that certain characteristics such as age, number of years in the U.S., and number of years since graduation from medical school may influence examinees' likelihood of success on the FLEX even following participation in a comprehensive medical review program. (YLB)

ED 186 701 CE 025 284

Applied Agricultural Science and Mechanics 1 and 2. A Curriculum Guide for Agricultural Grades 9 and 10.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.
Pub Date-80
Note-221p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Agribusiness, *Agricultural Education, *Agricultural Engineering, Agricultural Occupations, *Career Education, Course Content, Course Descriptions, Course Objectives, Curriculum Guides, Grade 9, Grade 10, Student Evaluation, Teaching Guides, *Vocational Education
Identifiers-*New York

This curriculum guide is designed to provide students with opportunities to explore different careers related to agriculture, to develop basic skills and knowledge related to the agriculture industry, and to make an intelligent selection of the speciality fields in agriculture that they will pursue in the eleventh and twelvth grades. An introductory section discusses program consideration such as time requirements, content areas, facilities, and the teaching calendar. The remainder of the curriculum presents a course of study that includes the following sixteen units of instruction: Course Orientation, Youth Leadership Training, Overview of the Agriculture Industry, Supervised Work Experience Programs, Shop and Laboratory Procedures, Agricultural Welding, Agricultural Power and Machinery, Agricultural Structures, Soil Science, Agricultural Business Management, Environmental Protection and Safety, Renewable Natural Resources, Animal Science, Plant Science, Agricultural Economics, and Energy Conservation. Each unit outline follows a typical format that includes the following information: number of class sessions, objectives, content outline, instructional suggestions, student activities, and evaluative suggestions. (LRA)

ED 186 702 CE 025 286

McLaughlin, Stephen Douglas

The Wayside Mechanic: An Analysis of Skill Acquisition in Ghana.

Ghana Univ., Legon. Inst. of Adult Education.; Massachusetts Univ., Amherst. Center for International Education.

Pub Date-79

Note-312p.

Available from-Center for International Education, Hills South, University of Massachusetts, Amherst, MA 01003 ($6.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Apprenticeships, Auto Body Repairers, *Auto Mechanics, Background, Case Studies, *Cognitive Development, *Competence, Craftsmen, Educational Anthropology, Inplant Programs, Job Skills, *Nonformal Education, Program Effectiveness, Repair, *Skill Development, Skilled Occupations, Training, Urban Areas, Vocational Education

Identifiers-Africa (West), Ghana

This study describes and analyzes the nature of skill acquisition process in one indigenous, informal training system the apprenticeship of the wayside mechanics workshops in Koforidua, Ghana. Chapter 2 places apprenticeships training in the wider context of artisanship and training. It traces the history of the West African craft shop and its apprenticeship and identifies and assesses the influence of factors internal and external to the small workshop. Chapter 3 describes the workshop in its urban context and its social organization of work. The apprenticeship agreement and the background of apprentices and masters are discussed. Case studies of master and apprenticeship mechanics are included. Chapter 4 analyzes data collected from observation, interviews, and observation instruments. Results of assessment of apprentice skill competence through self-reports and administration of a mechanics skill test are used to evaluate the effectiveness of training in fostering diagnostic skills and higher-order theoretical understanding. Chapter 5 discusses implications for building nonformal education programs around indigenous learning systems and considers supplementary skill training programs to upgrade skills of practicing artisans. Suggestions are given for designing such improvement programs, and a recently implemented program in Koforidua is described. (Assessment forms are appended.) (YLB)

ED 186 703 CE 025 290

Patten, W. George

A Pilot Study: Priorities in Administrative Needs and Program Services for Community and Area Technical Colleges. Emphasis on Large Urban Areas.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-185p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Attitudes, *Administrator Education, Administrator Qualifications, Administrators, Ancillary School Services, Community Colleges, Educational Improvement, *Educationally Disadvantaged, Educational Needs, Educational Opportunities, Graduate Study, Leadership Training, Management Development, *Needs Assessment, Postsecondary Education, Professional Continuing Education, *Special Programs, Technical Institutes, *Two Year Colleges, Unemployment, Urban Areas, Urban Education, Urban Schools, *Vocational Education

A study (1) identified curricular areas administrators of vocational education considered helpful in strengthening managerial and administrative skills and (2) solicited response to special service areas considered helpful in expanding the delivery of postsecondary vocational education to the structurally unemployed and undereducated. From a literature search, study of university leadership training programs, and examination of competency-based materials for administrators, nine factors were identified as necessary in administrator education and four factors service areas for educational services improvement in large urban areas. Factors relating to administrator education were then expanded into graduate courses and those relating to service areas into possible program offerings and services. A survey instrument incorporating these factors was developed to collect responses (priority ratings) from 164 administrators in urban institutions (established approximately 20 years ago) with minimum enrollments of 5,000. Results indicated administrator concern regarding the need for added skills in the area of budget preparation and fiscal management; endorsement of special counseling programs and recruiting efforts to reach target groups; a need for special fiscal allocations to provide groups with auxiliary services; and endorsement of the program of structured and relevant training at the graduate level to provide core training for key administrators of vocational education. (YLB)

ED 186 704 CE 025 291

Hotchkiss, Lawrence

Differential Equation Methodology Applied to Career Decisions and Status Attainment Processes: Conceptualization and Calculation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-OB-NIE-G-78-0211

Note-139p.; Some figures will not reproduce well due to small type. For a related document see CE 025 292.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Development, Concept Formation, Decision Making, Educational Research, *Expectation, *High School Students, Longitudinal Studies, *Mathematical Formulas, Mathematical Models, Research Design, *Research Methodology, Socioeconomic Status, Statistical Analysis, Theories

Identifiers-*Differential Equations

This document was prepared in connection with a three-year longitudinal study of career expectations of high school students conducted to explain scientifically the process by which youth form career expectations, e.g., educational, occupational, and income expectations. Divided into six chapters, this document contains a theoretical rationale for a differential equation model of the process by which career expectations of youth evolve and presents a detailed explication of the technical information needed to use the model. Chapter 1 presents the purpose and overview of this report. Chapter 2 contains a theoretical and conceptual discussion of the use of differential equations to represent career planning processes. Chapter 3 presents the basic concepts of selected mathematical and statistical topics, which are discussed in further detail in chapters 4 and 5. Chapter 4 develops the mathematics of differential equations, presents a justification for using ordinary least squares in the statistical analysis, and describes a computer program that can be used to estimate coefficients of the differential equation system. The fifth chapter draws on the technical materials presented in chapters 3 and 4 to describe interpretations of differential equation systems applied to career expectation variables. A summary is presented in Chapter 6. (Author/BM)

ED 186 705 CE 025 292

Hotchkiss, Lawrence Chiteji, Lisa

Interim Report on Panel One of a Longitudinal Study of Developing Career Expectations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-OB-NIE-G-78-0211

Note-199p.; For a related document see CE 025 291.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Career Development, Comparative Analysis, Cross Sectional Studies, Decision Making, *Expectation, *High School Students, Longitudinal Studies, Mathematical Models, *Occupational Aspiration, *Path Analysis, *Socioeconomic Status

Identifiers-Differential Equations, Ohio

The first panel of a three-year longitudinal study was conducted to investigate the process by which youth form career expectations. The study was designed around a cross-sectional path model of career expectations drawn from the sociological literature on status attainment and is based on differential equations in which all expectation variables are viewed as affecting each other in a time-continuous system of feedback loops. A random sample of approximately 700 Ohio high school sophomores completed self-administered questionnaires providing data on career expectations and socioeconomic characteristics of family members.

One or both parents of each youth also completed questionnaires identifying the parents' career expectations for their children and socioeconomic data. All occupational data were coded into three-digit 1970 census codes and then transformed into codes reflecting socioeconomic content of occupations. Selected means, standard deviations, correlations, and path models were compared to previous cross-sectional research in the local area. These comparisons revealed good matches between current and past samples in broad patterns, but samples differed in specific detail. Comparison of correlations based on the subjective-probability method to those derived from traditional methods revealed that the former were consistently higher than the latter. Finally, the results involving the identification issue in cross-sectional data in which feedback loops appear were analyzed. (BM)

ED 186 706 CE 025 294

Booth, Clive
Education and Training in England: Some Problems from a Government Perspective. Occasional Paper No. 161.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-May 80
Note-27p.; Paper presented at The National Center for Research in Vocational Education (Columbus, OH, 1980).
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.20)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Apprenticeships, Dropouts, Educational Opportunities, Educational Policy, Educational Practices, *Education Work Relationship, *Employment Programs, Federal Programs, *On the Job Training, Public Policy, *Vocational Education, *Youth Employment, Youth Programs
Identifiers-*England

Focus of this speech is on the challenges of providing employment related education and training for young people in England. After briefly outlining the British education system, the author discusses recent and proposed changes designed to help young people (particularly the unemployed, terminal degree student, or those who are working and receiving daytime training) affect a smoother transition from school to work. Two contemporary programs are outlined which are providing on-the-job experiences for youth: the Youth Opportunities Program and Unified Vocational Preparation, both of which have provided much useful information to the British government relative to the school-to-work transition. The resultant proposal is also described: that young people who leave school to enter work should be offered traineeships in their early months of work as part of a joint enterprise of school and training service providers, much like an apprenticeship. In concluding, a proposal currently under consideration, shortening the apprenticeship period by substituting qualifying examination for a portion of the four year apprenticeship, is discussed. (Answers to nine questions from the audience of research and development personnel are included.) (MEK)

ED 186 707 CE 025 295

Schergens, Becky L.

The Parent's Role in Career Development: Implications for Vocational Education Research and Development. Occasional Paper No. 60.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 80

Note-21p.; Paper presented at the National Center for Research in Vocational Education (Columbus, OH, 1980).

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90)

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development, *Career Education, Educational Development, Educational Research, Educational Responsibility, Information Dissemination, Parent Aspiration, Parent Associations, *Parent Education, *Parent Influence, Parent Responsibility, *Parent Role, Parent School Relationship, Parent Student Relationship, *Research Needs, Vocational Education

Identifiers-Parent Teacher Association

The PTA continues to be engaged in projects and programs which relate to parents' and children's perception and understanding of the world of work, education, and career development. Current activities include a project focusing on television's effects on children and youth, the national PTA's Urban Education project determining issues in public education, and activities in the area of testing. The PTA supports career education and the parent's role, which involves two different functions: (1) guider of or resource for his or her own child and (2) advocate for increased opportunities in the area of career education for all children, with emphasis on the impact that parents can have at the community, state, and local levels. From parents children learn attitudes and motivations about work, careers, and goals. To positively influence their children, parents need to learn about employability skills, educational opportunties, needs assessment, and career education concepts. More research and development is needed to disseminate such information, materials, skill development, and the training of parents. Through the PTA parents can assume their roles as advocates for career

and vocational education at all levels. (Questions and answers are appended.) (YLB)

Shannon, Thomas A.

The Role of Local School Boards in the Development and Direction of Programs of Occupational Education. Occasional Paper No. 58.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Jan 80

Note-19p.; Paper presented at the National Center for Research in Vocational Education (Columbus, OH, 1980).

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90).

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, *Board of Education Role, Boards of Education, Citizen Participation, *Community Control, Educational Change, Government School Relationship, Local Government, Parent Participation, Parent School Relationship, *Program Development, School Community Relationship, *School District Autonomy, Secondary Education, Speeches, *Vocational Education

In focusing on local school board response to citizen desires for change in public school operations and on significant issues changing education from the perspective of school boards, three principles must be kept in mind: (1) public schools are controlled by three arms of government at three levels: (2) the federal government has limited powers; and (3) federal trends (concerning the federal government) are not coincidental with national trends (existing independently of the federal government). Issues of federal and national scope include severe student population decline, fewer students but richer programs, and expansion of federal control. States have reacted by emphasizing their power at the expense of local boards of education who are bypassed at the local level in favor of citizen advisory committees. School board concerns involve a trend against big government spending, administrative unionism, curriculum reform, vocational career education programs, and their role as coordinators of community educational resources in a more comprehensive approach to education. Parent and citizen involvement necessary to help school boards deal with these problems raises other problems: advisory committees versus school boards as final authority, support of the expanding group of senior citizens, and the relationship among the superintendent and advisory committee and school board. (YLB)

ED 186 709 CE 025 297

Hampson, Keith

The Relationship of School and Work: A British Perspective. Occasional Paper No. 57.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Note-23p.; Paper presented at the National Center for Research in Vocational Education (Columbus, OH, 1979).

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90)

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Awareness, *Career Choice, *Career Education, *Career Exploration, College School Cooperation, *Education Work Relationship, Employment Patterns, National Programs, *School Business Relationship, Secondary Education, Speeches, Student Attitudes, Student Educational Objectives, Student Needs, Unemployment, Work Attitudes, *Work Experience, Youth Employment, Youth Problems

Identifiers-*Great Britain

The British, like the Americans, are facing youth education and employment problems. Recent consideration of the content and standard of education, especially the obligations schools have in equipping pupils for adult life, has led to the suggestion that schools have a duty to meet industry's needs. Government should consider a national program giving a new vocational thrust to secondary education, because, for school to help students acquire social and other skills to help them obtain jobs in the 1980s, education must offer a stronger vocational program that reflects changing employment patterns. Youth unemployment needs special attention because it may condition work attitudes. What young people want should also be considered. Students not aspiring to higher education should have the opportunity to explore work places and engage in practical activities. Education should be changed to include practical activities in the curriculum, more closely associate schools and further education colleges, instill a wider knowledge of industry in teacher training, give students supervised work experience, and provide for student career awareness, career exploration, and career selection. (YLB)

ED 186 710 CE 025 298

Apker, Wesley

Policy Issues in Interrelating Vocational Education and CETA. Occasional Paper No. 56.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Dec 79

Note-20p.; Paper presented at the National Center for Research in Vocational Education.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Cooperation, Cooperative Programs, *Coordination, Federal Programs, Labor Force Development, *Policy, Political Issues, Program Improvement, Program Validation, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act

Vocational education programs cannot and should not serve all the population groups targeted by the Comprehensive Employment and Training Act (CETA). Rather, they should and must collaborate and cooperate with the manpower community. In order to do that five major policy issues need to be dealt with: getting agreements to collaborate, prime sponsor and local education agency linkages, vocational education delivery system, education credit, and extended school days, facilities, and teachers. Although there is a basis for collaboration, there must be someone to play the role of facilitator/catalyst. In the absence of preexisting trust between CETA and vocational education, the development of a sense of shared interdependence is needed. Toward these ends, vocational education must examine the redefine the scope of responsibilities of the discipline, documenting the effectiveness and costs of current programs while discarding those which are no longer useful. It also must gear itself to serve the needs of a rapidly aging population. Each student should have his or her own IEP (individal employment program) developed, with the granting of academic credit for work experience as appropriate. The traditional school day must be extended, as must the settings in which vocational education can be offered. Inservice education for school personnel also is essential. Vocational education must respond to the demographic time bomb set to go off in 1995 by instituting systematic changes capable of accomodating these population shifts. Time is running out for the vocational education and manpower communities to work together voluntarily. (Answers to nine questions from the audience of educational research and development personnel are appended.) (MEK)

ED 186 711 CE 025 299

Baker, Eva L.

New Directions in Evaluation Research: Implications for Vocational Education. Occasional Paper No. 55.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Nov 79
Note-18p.; Paper presented at The National Center for Research in Vocational Education (Columbus, OH, 1979).
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, *Educational Research, Educational Researchers, *Evaluation Methods, Evaluation Needs, *Government Role, *Measurement Objectives, Politics, Program Evaluation, Research Methodology, Speeches, *Vocational Education

In the early 1970s educational evaluation's fusion of respect for rationality, power to implement rational procedure, and an altruistic objective (improved instruction) appealed to educational researchers. Dealing essentially with closed systems, it measured program success by student performance on measurement instruments. Critics exclaimed that program developers and evaluators took away personal decision rights from students and that outcome measures were incomplete and inaccurate. Changes occured due to reanalysis showing the futility of earlier research, operating focus on procedures (not outcomes), open student participation, and loss of stability required for longitudinal study. In present-day open system evaluation settings, emphasis is on multiple objectives, and selection of what is to be evaluated is left open. No longer committed to methodology and provision of clear information, evaluators use case studies and looser, more interactive designs. Their reactions to political demands are to use needs assessments, develop systematic procedures, and write more reports. Problems between politics and evaluation include these: (1) the technical disagreement that any evaluation is subject to erodes its credibility with its contracting agency, (2) evaluation results can be used to discredit politicians whose claims outstrip their programs, and (3) success of political efforts gives politicians a sense of personal power. (YLB)

ED 186 712 CE 025 300

Tolbert, Jack E.

The Role of Private Trade and Technical Schools in a Comprehensive Human Development System: Implications for Research and Development. Occasional Paper No. 53.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Nov 79

Note-19p.; Paper presented at the National Center for Research in Vocational Education (Columbus, OH, 1979).

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bias, Career Education, *Educational Cooperation, Educational Research, Federal Regulation, Intellectual Property, Job Placement, Legal Problems, Long Range Planning, Postsecondary Education, *Proprietary Schools, Public Education, *Research Needs, *Success, *Vocational Education

Proprietary schools represent a growing segment of the total educational effort of this country and one which often has been misunderstood by the public education community. While greater cooperation is desirable between proprietary trade schools and non-proprietary schools providing similar job training, the prejudice of traditional educators toward vocational education for profit and the proprietor's desire to protect his investment are barriers to such cooperative efforts. Proprietary schools are currently in a growth period, primarily due to increasing enrollments and a growing reluctance on the part of states to increase funding for public postsecondary education. Although the tremendous growth of private trade schools in the early sixties brought with it certain abuses, the development of strong trade associations, including the National Association of Trade and Technical Schools (NATTS), helped proprietary schools in the seventies build a solid reputation for ethically-run, quality programs which have a high rate of success in terms of job placement. The Medix School's success depends largely on an effective mix of student recruitment, the education process, job placement, and institution management. Few studies have been conducted of private career schools or their students; this appears to be an unmet need in vocational research and development. Perhaps there is a model or method that can combine the effective features of proprietary schools and the public sector which offer students a better learning opportunity. (Answers to questions from the audience of education research and development personnel are included.) (MEK)

ED 186 713 CE 025 301

Schmidt, Hermann

Current Problems of Vocational Education in the Federal Republic of Germany. Occasional Paper No. 54.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Aug 79
Note-22p.; Paper presented at The National Center for Research in Vocational Education (Columbus, OH, 1979).
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($1.90)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational History, *Educational Policy, *Educational Practices, Educational Research, Employer Employee Relationship, Employment Projections, *Federal Legislation, Industrial Training, *Inplant Programs, Job Training, Labor Needs, Labor Relations, Out of School Youth, Postsecondary Education, Program Content, *School Business Relationship, Secondary Education, Speeches, Teacher Improvement, Unions, *Vocational Education, Vocational Schools, Vocational Training Centers
Identifiers-*West Germany

The present form of vocational education in the Federal Republic of Germany with its origins in trades and crafts of the Middle Ages has existed since the 1920s. Only in 1969, however, did comprehensive legislation declare company vocational training within the sphere of state responsibility, give unions participation rights in determining training content, and create a Federal Institute for Vocational Education Research. Improved quality of training but fewer training places led to the Act on the Promotion of Training Places (1976), which provided certain prerequisites for the future of vocational education: it became a political subject and demand for training'' is now measured by the number of school leavers, not by industry's needs. The future development of vocational education will be determined by (1) society's image of a working person, (2) cooperation between employers and unions, (3) well-trained vocational school teachers and training personnel, and (4) individual benefit given to handicapped, foreign children, and females. Despite different education systems in the Federal Republic and the United States, work of vocational educators and youth problems are similar. Views should be exchanged regarding school to work transition, greater adjustment between the education and employment systems, learning on the job, and financing vocational education. (YLB)

ED 186 714 CE 025 303

Campbell, Robert E. And Others

Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models. Research and Development Series No. 147.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 78

Contract-400-77-020

Note-267p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($11.80)

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Abstracts, Career Education, Career Exploration, *Career Guidance, Change Strategies, Computer Oriented Programs, Decision Making, Delivery Systems, Disabilities, Employment Potential, Followup Studies, Guidance Programs, Integrated Curriculum, Job Placement, Job Skills, *Learning Activities, *Models, Occupational Information, Program Administration, *Program Development, Program Evaluation, *Program Implementation, Secondary Education, Self Concept, Sex Fairness, Student Placement, *Systems Approach

This handbook presents management techniques, program ideas, and student activities for building comprehensive secondary career guidance programs. Part 1 (chapter 1) traces the history of guidance to set the stage for the current emphasis on comprehensive programs, summarizes four representative models for designing comprehensive programs, and cites additional models. Part 2 (chapters 2-7) identifies specific student practices for building a comprehensive program. Each chapter is organized into (1) narrative, with definition, rationale for use, summary appraisal of practices, and full description of an illustrative practice; (2) ten abstracts of practices, showing range, types available, costs; (3) additional practices; and (4) references. Chapter 2 focuses on curriculum-based practices a broad approach to delivering career guidance practices. Chapters 3-5 present individual practices geared primarily to one developmental area. Titles are Self-Understanding and Occupational Knowledge Practices; Career Exploration and Decision-Making Practices; and Placement, Follow-Up, Follow-Through, and Employability Skills Practices. Chapter 6 addresses the needs of women and special sub-populations. Chapter 7 concerns computer-based career guidance practices. Part 3 (chapter 8) discusses the implementation of programs and practices under these topics: change agent roles for counselors, a seven-step strategy for effecting change, and a review of roadblocks to change. (YLB)

Rose, Marcia, Comp. And Others
But for Me It Wouldn't Work: Implications of Experiential Education Policy Guidelines. Information Series No. 165.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0055
Note-75p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($5.10)
Pub Type- Collected Works - Proceedings (021) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advisory Committees, Conferences, *Educational Policy, *Experiential Learning, *Guidelines, *Policy Formation, Secondary Education, Vocational Education, *Work Experience Programs

A conference is reported in which experiential education practitioners addressed the utility and acceptability of the policy guidelines for work oriented experiential education developed by a national advisory panel of management, labor, education, and community representatives. The first part of the report contains the full text of the five presentations and eight panel discussions and the second part includes summaries of the invited practitioners' assessment of the guidelines along with suggestions and recommendations for their implementation. The following issues are dealt with in relationship to work-oriented experiential education: learner objectives, site selection, evaluation, structure for learning, diversity of experiences, identification of learners, access to various employment levels, program expansion, commitment to programs, worker protection, legal requirements, paid experiences, academic credit, employment credit, and preparation of educational and workplace personnel. (MEK)

L'Angelle, David, Comp Williams, Sarah, Comp.

Equal Is Better: A Voc Ed Guide to Sex Fairness Resources and the Law Vocational Education Development Series No. 8.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Note-163p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($8.50)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrator Guides, Career Guidance, Community Education, Educational Legislation, *Equal Education, *Federal Legislation, Inservice Teacher Education, Instructional Materials, Preservice Teacher Education, Program Guides, *Resource Materials, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Vocational Education

Identifiers-Title II Education Amendments 1976, Title IX Education Amendments 1972

Intended to serve as a guide to selected current resources promoting sex equity in vocational education and to the legal regulations which mandate equitable programs, this reference guide is organized into two major sections: Sex Fairness Resources and The Law. Sex Fairness Resources divides the resources listed into sections that reflect six aspects of vocational programs: administrative resources; curriculum and classroom materials; resources for inservice/preservice; guidance; community members; and references. Within each section, print and mixed media materials are identified alphabetically by title, one reference to a page, and include a description of what the resource contains, how it could be used, the developer's name and address, price, and where to obtain a copy of the document. Where resources can be used in more than one aspect of a program, they are listed in more than one section. ERIC document numbers are included where appropriate. Part II, The Law, briefly summarizes two major pieces of legislation designed to overcome sex bias and stereotyping, Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. Cross references are provided to the resources described in Part I according to their applicability to the laws. A final section contains capsule descriptions of other laws that affect sex equity and employment. A title index is included. (MEK)

Pratzner, Frank C.
Occupational Adaptability and Transferable Skills: Project Final Report. Information Series No. 129.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-NE-C-00-3-0078
Note-94p.; For related documents see ED 138 834, ED 146 420, ED 146 458, ED 174 809, CE 024 835-836, and CE 025 246-247.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($6.25)
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Ability, Attitudes, Career Change, Classification, *Educational Needs, Employment Potential, *Job Skills, *Occupational Mobility, Skill Analysis, Skill Development, Skills, State of the Art Reviews, *Transfer of Training, *Vocational Adjustment

The nature and current status of knowledge about occupational adaptability and transferable skills are summarized in this report. It is a synthesis of major conclusions and insights, with some additional perspectives, from eight final reports on an exploratory study (see Note). A brief overview is presented of project objectives and activities which focused on identification of skills, attitudes, knowledge, and personal characteristics that schools could seek to develop, and how they might teach them to prepare students for careers characterized by change. The several conclusions include the following: (1) The substantial job changing in the American labor force is neither inherently good nor bad. (2) Individuals need help in preparing for careers characterized by change. (3) Although little is known about job changing, skills alone do not determine mobility or adaptability. (4) All skills are potentially transferable to some extent and on some occasions. There is reasonable consensus on broad categories important for success in a variety of occupations. (5) Students need opportunity to practice application of skills under a wide variety of conditions and circumstances. (6) Performance in one talent area is unrelated to that in others, so schools should develop abilities in a number of different ones (e.g., creative, decision-making, planning, and communication talents). (7) A number of educational programs and instructional techniques have been identified that seem to provide for the implicit recognition or development of transferable skills. Suggestions and recommendations are made for teachers, counselors, administrators, employers, and researchers. Examples of transferable skills and characteristics and the final report of the project's panel of consultants are appended. (JT)

ED 186 718 CE 025 307

Wingo, Rosetta F.

Human Relations Critical Incidents for Office Simulation. Series 1, Spring 1978. Vocational Office Block Project, Michigan State University.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Pub Date-78

Note-41p.

Available from-Department of Secondary Education and Curriculum, Michigan State University, East Lansing, MI 48197

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Critical Incidents Method, Employer Employee Relationship, *Human Relations, Office Occupations, *Office Occupations Education, *Office Practice, Peer Relationship, Problem Solving, Secondary Education, *Simulation, Teaching Guides

Designed for office occupations teachers, this guide presents seven critical incidents that provide students with practice in human relations. The critical incidents focus on the following topics: office rumors, excessive borrowing, remembering names, adapting to change, carrying your load of work, personal calls on office phones, and coffee break abuses. For each critical incident, the following information is provided: general objectives, performance objective, number of persons to be included, time needed, materials, setting, implementation strategies, and suggestions for conducting a staff conference. (LRA)

ED 186 719 CE 025 308

Sockol, Richard A. McClain, Thomas W.

School/Business Partnerships: A Practitioner's Guide.

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Spons Agency-Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date-Jun 78

Note-51p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Characteristics, Administrator Responsibility, Administrator Role, Career Education, *Cooperative Programs, *Coordination, Coordinators, Demonstration Programs, *Educational Improvement, Educational Needs, *Education Work Relationship, Institutional Role, Organizational Communication, Program Design, *Program Development, Program Implementation, *School Business Relationship, Secondary Education

Identifiers-Boston School Business Partnership Program, Massachusetts (Boston)

This guide is intended to give the reader an understanding of the processes used and programs developed in the Boston School/Business Partnership Program. Chapter 1 discusses the rationale for partnership, including such topics as Boston's initiative to use business resources to upgrade educational curriculum, underlying principles, and one-to-one partnerships. In chapter 2 the major stages in establishing Boston's partnership program are identified and used as guidelines for the development of a five-stage, twenty-six step process for development of other partnership programs. The process involves initial design and coordination (10 steps), definition of institutional needs (4), matching of needs with available resources (3), development and implementation of programs (6), and establishment of a support/communication network (3). Chapter 3 explores factors affecting school and business liaisons, including the characteristics, responsibilities, and authority of school and business coordinators within partnership institutions. Topics addressed in chapter 4 include formalized internal and external communication systems, informal systems for support of liaisons, and key issues. The guide concludes (chapter 5) with descriptions of exemplary programs in Boston. (YLB)

ED 186 720 CE 025 309

Scott, Beverly A.

Making Transitions Work: Overcoming Resistance and Avoiding Failure in the Placement of Women in Non-Traditional Jobs.

Consulting Associates, Inc., Southfield, Mich.

Pub Date- Apr 80

Note-8p.; Paper presented at the American Society for Training and Development Annual Conference (36th, Anaheim, CA, April 28, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, Adults, Case Studies, *Females, Group Structure, Models, *Nontraditional Occupations, *Organizational Development, *Organizations (Groups), Personnel Integration, Power Structure, Resources

Using a case study of a client with common problems in placing women in non-traditional positions, this speech raises questions of diagnosis and intervention and presents an alternative organizational model that is then applied to the case study. The organizational model emphasizes four components: (1) mission (purpose or rationale for existence of the organization); (2) power (driving force, providing energy for members to achieve the mission or purpose); (3) structure (formal and informal policies and procedures); and (4) resources (means or assets). Based on the work of Robert Terry, the organizational model described is normative in nature and focuses on what the individual needs to be authentic. This approach differs from most interventions which tend to focus on structure, i.e., changing policies, or resources, i.e., giving assertiveness or career development training; this model focuses on the major issues involved (the power and mission components of the organization) while supporting such resources as the acquisition of new gender skills for men. Although not cost productive, this approach is cost-preventive preventing the higher cost of large turnover and failure rates in placing women in non-traditional jobs. (MEK)

ED 186 721 CE 025 315

Sewell, William H. Hauser, Robert M.

The Class of 1957 Eighteen Years after High School Graduation. CDE Working Paper 77-32.

Wisconsin Univ., Madison. Center for Demography and Ecology.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-Oct 77
Grant-NIH-M-06275
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Citizen Participation, Demography, *Economic Status, *Educational Experience, Educational Research, *Family Characteristics, Family Income, Females, Graduate Surveys, *High School Graduates, Job Satisfaction, Males, Religion, Vocational Followup
Identifiers-*Wisconsin

A study was conducted to follow-up a sample of 1957 high school graduates in Wisconsin. Interviews were conducted by telephone and covered such matters as postsecondary education, current and past marital status, number of children, characteristics of present family, spouse's occupation and education, and participation in elections and community organizations. Among the findings reported was that although most had changed their place of residence from previous surveys in 1957 and 1964, almost 75 percent still lived in Wisconsin. Approximately nine out of ten were married and currently living with their spouses, one in twenty were separated or divorced, one in twenty had never married, and only one in a hundred were widows or widowers. Over 70 percent of the sample obtained some formal education after high school graduation, either in colleges and universities or in vocational-technical schools. Ninety-seven percent of the men and 57 percent of the women were currently employed. The average earnings for men and women were $16,900 and $7,900, respectively. Eighty-eight percent of the sample were church members. Of those with religious affiliations, 52 percent were Protestants, 45 percent were Catholics, and 3 percent belong to other religious bodies. (LRA)

ED 186 722 CE 025 322

Bhaerman, Robert D.

Knowledge Interpretation Project. Final Report, October 1, 1978-June 30, 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-20 Jun 80

Contract-400-78-0051

Note-293p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Bilingual Students, *Disabilities, Education Work Relationship, *Equal Education, *Information Dissemination, *Labor Market, *Minority Groups, Program Descriptions, Program Development, Program Evaluation, Student Publications, Womens Education

A project was conducted to interpret existing reviews and syntheses of research in four areas of educational equity women, minorities, disabled or handicapped learners, and bilingual populations as they are related to the world of work. The project was designed to put information about

the world of work into the hands of those most likely to use that information: secondary school students, teachers, administrators, and the general public. In phase 1, outlines, formats, and sample portions of the products (teacher materials, administrator brochures, and news releases for student newspapers) were developed. Student materials were developed and refined through drafts, rewriting, and reviews. A dissemination plan and a validation plan were prepared. In phase 2, the final products were distributed to 250 high schools and a similar number of local newspaper editors. Then post cards were sent asking for comments, and a selected number of telephone interviews were conducted. The actual use of materials particularly by student newspapers appeared to depend upon school priorities and on the amount of materials received. (A list of recommendations for future activities concludes the document. Appended materials include developed materials and a technical report detailing the content development phase of the project.) (CT)

ED 186 723 CE 025 328

Frazier, Don Martin, Lyn
Validation of Distributive Education Curriculum Manual.
Oklahoma State Dept. of Education, Oklahoma City. Div. of Vocational-Technical Education.
Pub Date-May 80
Note-199p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement, *Curriculum Evaluation, *Curriculum Guides, *Distributive Education, *Participant Satisfaction, Program Effectiveness, *Program Validation, Secondary Education, Student Attitudes, Student Evaluation, Tables (Data), Teacher Attitudes
Identifiers-*Curriculum and Instructional Materials Center, Distributive Education II

A study was conducted to validate the Oklahoma Curriculum & Instructional Materials Center's (CIMC) Distributive Education II curriculum manual. Participating teachers included sixteen teachers who attended a workshop for training in the use of the curriculum. Arrangements were made to obtain pretest and posttest results from their students on seventeen of the eighteen units in the manual; however, not all seventeen units were completed by all the teachers and six of the teachers were unable to submit any test material from their respective schools. Achievement data were also obtained on selected assignment sheets. Item analyses were made on pretests, posttests, and assignment sheets and included frequency counts of the number of correct answers and the percentage of students having a correct answer on a given item. Correct answers were totaled for each student for each test to obtain a total grade for the student. Teacher and student evaluations were analyzed item by item, and an average response was obtained for their evaluations. The student evaluation average responses for a given unit were then compared with their grades on the posttest. The total for all schools indicated that on nine of the seventeen units students failed to get an aggregate of 80 percent correct answers. (Specific results for each unit are discussed.) Correlation between teacher evaluation scores and student evaluation scores was insignificant. Correlations between teacher evaluation and student achievement and student evaluations and student achievement were significant, though weak. Data tables are appended. (BM)

ED 186 724 CE 025 331

Farning, Max And Others

Articulating Secondary and Post-Secondary Vocational Education Curricula. Final Report.

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jul 79

Note-77p.; Small type in tables will not reproduce well.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Achievement Rating, *Articulation (Education), *Educational Certificates, Educational Cooperation, Postsecondary Education, Program Content, *Regional Cooperation, Secondary Education, Surveys, *Trade and Industrial Education, *Welding

Identifiers-Wisconsin

A study was conducted to develop a procedure by which secondary and postsecondary articulation could be improved in a selected trade and industrial program (welding). Thirteen high school teachers were surveyed using a list of 560 tasks to determine what high school programs they were teaching. Results of this survey were used to develop a certificate of achievement that would effectively identify the competencies students have learned. (The task list sent to high school welding instructor and the certificate of achievement are appended.) (LRA)

Dunham, Daniel B.

The American Experience in the Transition from Vocational Schools to Work: A Report to the United Nations Education, Scientific, and Cultural Organization. International Symposium on Problems of Transition from Technical and Vocational Schools to Work (Berlin, German Democratic Republic, 14-18 April, 1980).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-80
Note-39p.; Small print in figures will not reproduce well.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *Administrative Organization, Career Education, Conferences, *Delivery Systems, Educational Cooperation, *Educational Practices, *Education Work Relationship, Federal Programs, Teaching Methods, *Vocational Education, Work Experience Programs, Youth Employment
Identifiers-United States

This paper discusses the central problems and issues of the transition from school to worklife in the United States. Developed from a framework which outlines the structure of the education system and the place of vocational-technical education within it, the paper addresses measures the United States has taken to facilitate the transition from school to work. Content and methods related to curriculum and teaching in vocational education are briefly described and conclusions are drawn on the present state of affairs relative to the school-to-work transition. Selected conclusions are these: (1) access to facilities in urban and rural areas must be improved; (2) more emphasis should be placed on staff development; (3) guidance services and counseling efforts should be better integrated into the school system and the curriculum; and (4) better and more reliable information on job possibilities, work experience, and employment options are necessary. It is noted that resolutions to the school-to-work transition are most likely to be found where cooperative work experience programs can serve at least fifty percent of all students enrolled in school-based vocational programs; where career exploration in the workplace is available to all students; and where education is more successfully integrated with business and the community by programs being delivered on the work site rather than exclusively in the classroom. (MEK)

ED 186 726 CE 025 346

Cluck, Janice Bora

Marketing and Distributive Education Curriculum Guide: Hardware-Building Materials, Farm and Garden.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Apr 80

Contract-R-33-X-0442-240; RD3-A9-240

Note-511p.; Several pages of small type will not reproduce well. For related documents see ED 156 857-861, ED 174 822-823, and CE 025 347.

Contains colored paper.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Advertising, *Agribusiness, Agricultural Education, Communications, *Competency Based Education, *Construction Materials, Curriculum Guides, *Distributive Education, Human Relations, *Marketing, Mathematics, Salesmanship, Secondary Education, Vocational Education

Identifiers-*Hardware Building Materials

Designed to be used with the General Marketing Curriculum Planning Guide (ED 156 860), this guide is intended to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing for farm and garden hardware building materials; it is designed also to allow marketing and distributive education teacher-coordinators maximum flexibility. It contains job competency sheets in ten instructional areas: (1) advertising, (2) communications, (3) display, (4) human relations, (5) management, (6) mathematics, (7) merchandising, (8) operations, (9) product/service technology, and (10) selling. Following sections containing information on careers in hardware, building materials, and farm and garden businesses and a bibliography of resources, competencies are identified and listed according to importance based upon structured interviews with employers. A sheet for each competency contains the cluster instructional objective, the job skill, suggested learning activities, and references. (LRA)

ED 186 727 CE 025 347

Marketing and Distributive Education Curriculum Guide: Transportation and Warehousing.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-May 80
Contract-R-33-20-X-0442-239; RD3-A9-239
Note-367p.; Several pages of small type will not reproduce well. For related documents see ED 156 857-861, ED 174 822-823, and CE 025 346.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Communications, *Competency Based Education, Curriculum Guides, *Distributive Education, Human Relations, *Marketing, Mathematics, Salesmanship, Secondary Education, *Transportation, *Warehouses, Wholesaling

Designed to be used with the General Marketing Curriculum Planning Guide (ED 156 860), this guide is intended to provide the curriuclum coordinator with a basis for planning a comprehensive program in the field of marketing for transportation and warehousing. It contains job competency sheets in eight instructional areas: (1) communications, (2) human relations, (3) marketing/economics, (4) management, (5) mathematics, (6) operations, (7) product and/or service technology, and (8) selling. Following sections containing information on careers in transportation and warehousing and a bibliography of resources, competencies are identified and listed according to importance based upon structured interviews with persons employed in the transportation and warehousing industry. A sheet for each competency contains the cluster instructional objective, the job skill, suggested learning activities, and references. (LRA)

ED 186 728 CE 025 348

Business Education Data Dissemination System: Catalog 3.

California State Dept. of Education, Sacramento. Bureau of Business Education.

Pub Date-77

Note-154p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Abstracts, Annotated Bibliographies, *Business Education, *Distributive Education, Educational Resources, Information Dissemination, *Instructional Materials, Resource Materials, Teacher Developed Materials

Identifiers-ERIC

This catalog of curriculum and instructional materials for business education contains materials obtained from two sources: (1) selected materials from the Educational Resources Information Center (ERIC) and (2) original materials written by classroom teachers. Following an introductory section that explains how to use the catalog, the first of two major sections contains original materials organized into eleven areas: common core, office core, general office clerk, clerk typist, stenographer, accounting clerk, additional occupations, distributive core, distributive occupations, and speciality areas in business education, and general topics. Each document is abstracted and categorized by nine descriptors: teacher resource materials, bibliography, student learning activity package, measurable objectives, pretest and key, posttest and key, text required, audiovisual required, and equipment required. The second part of the document contains an annotated list of selected ERIC material organized into four areas: distributive occupations, office occupations, basic business, and miscellaneous vocations. Appended material includes Business Education Data Dissemination System submittal forms and order forms, and a list of the locations of ERIC microfiche collections. (LRA)

ED 186 729 CE 025 352

Eitzen, Steve O., Comp.

Common Core Competencies in Business Education: Strategies Manual.

California State Dept. of Education, Sacramento. Bureau of Business Education.

Note-41p.; For a related document see CE 025 353.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Business Education, *Classroom Techniques, *Competency Based Education, Credits, Curriculum Development, Distributive Education, Educational Equipment, Educational Facilities Design, Grading, Individualized Instruction, *Integrated Curriculum, Job Skills, Office Occupations Education, Personnel Needs, Program Development, Secondary Education, Student Records, Teaching Methods, *Units of Study

Identifiers-California, Common Core Units in Business Education

This manual provides recommendations for developing, implementing, and using the Common Core Units in Business Education (CCUBE) instructional materials, methodologies, and strategies for implementing the sixteen Common Core Competencies of the California Business Education Program Guide for Office and Distributive Occupations. Contents include a definition and discussion of personalized instruction, suggestions for integrating CCUBE into business curriculum, outline of staff requirements, description of content of CCUBE materials, suggestions for planning reproduction of materials, listing and description of equipment and facilities needed, and discussion of classroom management, grading and credit, and management of student records. Appended materials and forms are intended to aid in developing a management strategy for the implementation of CCUBE into a departmental program. They include a fact sheet on personalized instruction; facility diagrams of two high schools; guidance sheets on men's and women's grooming, oral communications, and adding machine; record keeping forms; and materials reproduction guide. (YLB)

ED 186 730 CE 025 353

Summary of California Business Education Program Guide for Office and Distributive Occupations.

California State Dept. of Education, Sacramento. Bureau of Business Education.

Pub Date-May 78

Note-61p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Behavioral Objectives, *Business Education, Clerical Occupations, *Competency Based Education, *Distributive Education, *Individualized Instruction, *Job Skills, Management Systems, *Office Occupations, Office Occupations Education, Performance, Program Administration, Program Guides, Program Implementation, Sales Occupations, Secondary Education, Service Occupations, Student Records

Identifiers-California

This summary contains excerpts from the California Business Education Program Guide for Office and Distributive Occupations (published in 1973 and supplemented with an accounting clerk program in 1975). It begins by outlining the purpose, rationale, and model of this program to provide students with (1) competencies common to both distributive and office occupations, (2) an office core and a distributive core of competencies, and (3) competencies for eight selected entry-level occupations: general office clerk; accounting clerk; clerk-typist; stenographer; salesperson, general; checker-cashier; service station attendant; and waiter-waitress. Other contents include the identification of the needed competencies and performance objectives to meet entry job requirements, sample pages of a competency module, suggestions for a step-by-step procedure to implement the program, explanation of a record-keeping system, model of an administrative system management plan, a system overview, and an article on personalized instruction (a Business Education Fact Sheet is included in the Business Education Management Manual). (YLB)

ED 186 731 CE 025 357

Hersh, Blanche Glassman

Re-entry Women Involved in Women's Studies. Women's Studies Monograph Series.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Note-66p.; For related documents see ED 148 231. Prepared by the Women's Research Team.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Social Processes/Women's Research Team, National Institute of Education, Mail Stop 7, 1200-19th St., N.W., Washington, DC 20208.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Educational Research, Educational Trends, *Females, Higher Education, *Reentry Students, *Research Needs, *Research Problems, *Womens Studies

This monograph is part of a series of reports focusing on women's studies in higher education. After summarizing the historical growth of continuing education for women and women's studies, this monograph describes the implementation of a study by the U.S. National Institute of Education on re-entry women and the field of women's studies.

(Re-entry women'' is defined as women who have never completed higher education at the traditional age and are now going back to school.) The general purposes of this study are (1) to define the problem area more precisely and emphasize the significance of re-entry women to the field of women's studies; (2) to review the pertinent literature that has been uncovered thus far (including ongoing projects); (3) to discuss ambiguities and problems that future researchers will face; and (4) to make specific recommendations for the kinds of research needed. (BM)

ED 186 732 CE 025 363

Faddis, Constance R.

The Worker as Proteus: Understanding Occupational Adaptability.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Grant-OB-NIE-G-78-0211

Note-187p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adults, *Career Change, Career Counseling, Career Development, Models, Occupational Mobility, Skill Development, *Transfer of Training, *Vocational Adjustment, Work Attitudes

The purpose of this paper is to review and synthesize what is known about occupational adaptability and to propose a heuristic model of the process(es) of adaptation in work. Following an introductory chapter, three chapters contain a review of literature that draws from many disciplines and presents an overview of human adaptation in general, as well as in the context of work. The review addresses three questions: What is meant by adaptability? What are the major factors involved in adaptation? What behaviors and styles are used in adapting? Chapter 5 presents the model for occupational adaptation, which is intended as a heuristic framework with which to examine elements and forces in peoples' work lives and how individuals go about dealing with adaptive demands involved with working. The model also addresses adaptive options of bringing about changes in jobs and work environments, preventing or avoiding the effects of unwanted changes, and making moves from one job or career to another. Chapter 6 discusses implications of the model and offers suggestions for increasing and refining adaptation in work and life. Chapter 7 reviews implications for individuals, work organizations, and society in general improving the occupational adaptability of individuals. Examples of transferable skills lists are appended. (LRA)

Proceedings. The Annual Conference of the Council on the Continuing Education Unit. (1st, Memphis, Tennessee, June 21-22, 1979).

Council on the Continuing Education Unit, Silver Spring, Md.

Pub Date-Jun 79
Note-70p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Agency Role, Conference Proceedings, *Continuing Education, *Continuing Education Units, Evaluation, *Higher Education, Noncredit Courses, Nurses, Nursing Education, *Professional Continuing Education, Professional Personnel, Quality Control, Recordkeeping, Research Needs, Student Records
Identifiers-Council on the Continuing Education Unit

Nine presentations are included in these proceedings from the first annual conference of the Council on Continuing Education Unit (CCEU). The first paper, Continuing Education and the CEU (Continuing Education Unit), discusses the CEU as appropriate terminology for the uniform measure of participation in continuing education.'' CEU Perspectives and Issues: Higher Education focuses on criteria for developing and utilizing a CEU plan in higher education. CEU Perspectives and Issues: The Professions focuses on use of the CEU system by The National Federation of Licensed Practical Nurses. CCEU members' responsibilities communication, building membership, and encouraging CEU use are emphasized in Responsibility of Members to the Council. CEU Research Needs and Issues reviews research to date, reports on an Educational Testing Service survey on the CEU (1977), and offers suggestions regarding CCEU's future research role. Virginia Commonwealth University's forms and procedures for awarding CEUs are discussed in Getting Started with the CEU. Record Keeping and Reporting emphasizes the need for measuring and recording output of noncredit educational activities. The specific focus of CEU Participant Evaluation and Quality Assurance is continuing nursing education. Topics in the Status of Mandatory Continuing Education include its legality, implementation of mandatory statutes, documentation of participation, and alternatives. (YLB)

Kazee, Naomi W. Waggoner, Roberta

Model Office Program with an Interchange of Work between Two Separate Model Office Classes within the Same School. Final Report.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jun 79
Note-186p.; Pages with small type will not reproduce well.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Business Skills, Demonstration Programs, *Education Work Relationship, *Interaction, Job Training, Laboratories, *Laboratory Training, Office Machines, *Office Occupations Education, *Office Practice, Secondary Education, *Simulation, Work Attitudes, Work Experience

This final report of a project to develop an Interchange Model Office Program providing training and work laboratory experiences also contains two products of the project an employee's handbook and a manager's guide. The narrative describes the program involving two separate classes, each representing a business that conducts transactions with the other, thus providing students with (1) a work laboratory setting to further develop office skills and work habits and attitudes; (2) simulated work experiences, including problem solving, error correction, and work under pressure; and (3) a smooth transition from classroom to office. The employee's handbook contains student materials on the two businesses'' involved in the interchange model office program. Company policies, flow chart, office layout, job descriptions, evaluation sheet, and detailed outlines of duties within company'' departments are provided. (Students submit applications and are interviewed and given job assignments; they may work in different departments at different times.) The manager's guide provides an overview, objectives, and course outline of both the training period and on-the-job training, which details equipment and suggested activities and materials. Information on company'' organization and a test and evaluation (keys are included) are provided. (Transcripts of company'' letters are appended.) (YLB)

ED 186 735 CE 025 385

Kent, Randall

Development of Learning Modules for Machine Shop Occupations. Final Report.

Weber State Coll., Ogden, Utah.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-498AH60276
Pub Date-Dec 79
Grant-G007603817
Note-123p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Audiotape Cassettes, Curriculum Development, Curriculum Evaluation, Evaluation Criteria, Individual Instruction, *Job Performance, *Job Skills, *Learning Modules, *Machine Tool Operators, *Material Development, Postsecondary Education, Reading Difficulties, Secondary Education, State Curriculum Guides, Statewide Planning, Surveys, *Task Analysis, Trade and Industrial Education, Validity
Identifiers-Utah

This final report contains an eight-page narrative and materials/products of a program to produce (the final) sixty-eight individualized machine shop skill tasks modules (and fifty-two master audio tapes for students with serious reading disabilities). The narrative also describes the determination of the vital few skills used by machine tool operators daily (out of 200 skills in the state curriculum guide) and validation of the learning strategy of ninety modules. These results are reported: (1) every skill task in the Machine Shop State Guide has individualized modules available for use in secondary and postsecondary schools; (2) the machine shop industry identified twenty-five psychomotor skills as used daily, thirty-three as used weekly, and eighty-nine as used monthly; (3) thirty-six modules were rated as valid; and (4) a new state guide for machine shop teachers containing 147 skills was developed. Appendixes include procedures followed to produce skill modules and audio tape masters, survey instrument, listings of the modules and master tapes produced, and survey data. The appended tentative articulated guide for machine shop contains performance objectives (in terms of classes of equipment) with a task description and performance criteria and student tracking forms. (YLB)

ED 186 736 CE 025 391

Driscoll, Patricia Deshler, David

Project Energize: Outcomes of a Community Confernece on Energy Conservation.

Cornell Univ., Ithaca, N.Y.

Pub Date-May 80

Note-28p.; Appendix B will not reproduce well due to broken type.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Education, Community Services, *Conferences, *Conservation Education, Energy, *Energy Conservation, *Program Effectiveness, Solar Radiation

Identifiers-Water, Wind Energy, Wood Energy

Intended to help program planners and evaluators in providing insight as to what can be accomplished in an educational program dealing with energy conservation, this report is an evaluation of the outcomes of a community conference on energy conservation. There is a brief description of the day-long energy conference attended by 178 people (38 of whom were on the program itself) which included speeches, workshops, and group strategy sessions dealing with national energy issues; energy self sufficiency; wood/biomass; wind/water/ special applications; solar; conservation and lifestyles; and special population groups. Selected conference outcomes reported are these: (1) education was the most frequently mentioned outcome for those who attended the conference, with increased interaction being the second; (2) implementation of quick, easy, and inexpensive energy conservation measures were most often stated as personal energy conservation measures; (3) future individual plans relative to energy conservation were mainly long range, expensive projects; (4) future community group plans were mainly the continuation of those already started; and (5) suggestions for future plans were generally models with variations similar to Project Energize. Recommendations made are (1) a working model be developed for mini workshops and sponsored by two or three organizations; (2) a comprehensive energy conference be held every two years: and (3) topics should include energy issues, as well as what the individual can do. (The program schedule and evaluation summary are included as appendixes.) (MEK)

ED 186 737 CE 025 393

Esser, Thomas J.

Client Orientation: A Key to Successful Involvement in Rehabilitation Facility Services.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date-Mar 77

Note-11p.; For a related document see CE 025 419.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Audiovisual Aids, Disabilities, Group Discussion, Guides, Individualized Programs, Interviews, *Orientation, Orientation Materials, *Participation, Planning, *Program Development, Rehabilitation Counseling, *Rehabilitation Programs, Vocational Education, *Vocational Rehabilitation

Identifiers-Advocacy, *Vocational Evaluation

Client orientation should be an individualized, ongoing process which provides not only information about rehabilitation programs and services but also encourages and ensures the individual's involvement and participation in his or her own program. Ten guidelines to be considered in developing client orientation programs are (1) providing referring agencies with adequate, correct information on the facility's programs and services, (2) encouraging intake visits by clients prior to beginning the program, (3) ensuring that initial interviews establish rapport between client and program coordinator and exchange information to serve as a basis for joint planning, (4) providing the client with a handbook describing facility policies and procedures, (5) arranging orientation'' groups, (6) using audiovisual materials during orientation, (7) involving the client in decision making, (8) considering client advocacy, (9) involving significant others, and (10) conducting exit interviews. (YLB)

ED 186 738 CE 025 394

Botterbusch, Karl F.

A Comparison of Seven Vocational Evaluation Systems.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Feb 76
Grant-DHEW-RSA-12-P-55307/5
Note-49p.; For a related document see CE 025 395.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.50) Menomonie, WI 54751 $1.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation Criteria, Evaluation Methods, *Occupational Tests, Psychological Testing, Standardized Tests, Testing, Test Reviews, *Test Selection, Vocational Aptitude, Work Sample Tests
Identifiers-*Vocational Evaluation

Seven commercially available work evaluation systems are compared using a standardized outline: development, organization, work evaluation process, administration, scoring and norms, observation of clients, reporting utility, training in the system, technical considerations, reviewer's summary and comments, address, cost, and references. There are four sections: (1) a brief paper listing factors to be considered in selecting a commercial evaluation battery for such tools as on-the-job evaluations, sheltered employment, work samples, and psychological tests for assessing clients' potential; (2) an explanation of the fourteen major points (criteria) in the outline; (3) a table presenting brief comparison of the seven systems on the first ten points (points 11-14 not appropriate to summarized; and (4) more detailed description of each system including reviewer's comments, address, cost, and references. The seven systems covered are McCarron-Dial Work Evaluation System, Philadelphia Jewish Employment and Vocational Service (JEVS), Singer Vocational Evaluation System, Talent Assessment Programs (TAP), The Tower System, Valpar Component Work Sample Series, and Wide Range Employment Sample Test (WREST). Four more recently developed systems are compared in a separate document (see Note). (JT)

ED 186 739 CE 025 395

Botterbusch, Karl F.

A Comparison of Four Vocational Evaluation Systems.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-DHEW-RSA-12-5-55307/5
Note-40p.; For a related document see CE 025 394.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation Criteria, Evaluation Methods, *Occupational Tests, Psychological Testing, Standardized Tests, Testing, Test Reviews, *Test Selection, Vocational Aptitude, Work Sample Tests
Identifiers-*Vocational Evaluation

Four commercially available work evaluation systems are compared using a standardized outline: development, organization, work evaluation process, administration, scoring and norms, observation of clients, reporting utility, training in the system, technical considerations, reviewer's summary and comments, address, cost, and references. There are four sections: (1) a brief paper listing factors to be considered in selecting a commercial evaluation battery for such tools as on-the-job evaluations, sheltered employment, work samples, and psychological tests for asessing clients' potential; (2) an explanation of the fourteen major points (criteria) in the outline; (3) a table presenting brief comparison of the four systems on the first ten points (points 11-14 not appropriate to summarize); and (4) more detailed description of each system including reviewer's comments, address, cost, and references. The four systems covered are Comprehensive Occupational Assessment and Training System (COATS), Hester Evaluation System, Micro-TOWER, and Vocational Information and Evaluation Work Samples (VIEWS). Seven older systems are compared in a separate document using the same format (see Note). (JT)

ED 186 740 CE 025 396

Robinson, Charles W.

The Dictionary of Occupational Titles in Vocational Assessment: A Self Study Manual.

Assumption Coll., Worcester, Mass.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-DHEW-12-P-55307/5; RSA-44-P-05313/1-05

Note-236p.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($3.00)

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Career Counseling, Career Development, Instructional Materials, Learning Activities, *Occupational Information, Occupations, Rehabilitation Counseling, Vocational Adjustment, *Vocational Rehabilitation

Identifiers-*Dictionary of Occupational Titles, *Vocational Evaluation

This self-instructional manual is designed to assist professionals in vocational rehabilitation in the effective use of the fourth edition (1977) of the Dictionary of Occupational Titles (DOT) and closely related materials (i.e., Guide for Occupational Exploration, Worker Trait Group Guide, Career Information System Guide, and Handbook for Analyzing Jobs). Twenty units are included in the manual. Unit 1 shows how occupational information is related to vocational rehabilitation and discusses how to tell when rehabilitation services have been completed. Units 2 through 8 are designed to give a complete understanding of the uses of the DOT. Units 9 through 20 describe how to use the materials that supplement the DOT to compare eight characteristics in clients with those required for various occupations. Each unit follows a typical format unit title, unit objectives, unit content, and unit exercises. Appended material consists of the following sections, designed to aid in completing the manual: References, Guides, Charts, and Forms; Answers to Exercises; Self-assessment Materials; Two Planning Models for Vocational Assessment; and Comparison of the Guide for Occupational Exploration and the Worker Trait Group Guide. (LRA)

ED 186 741 CE 025 397

Esser, Thomas J.

Gathering Information for Evaluation Planning.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Mar 80

Grant-DHEW-RSA-12-P-55307/5

Note-63p.; For a related document see CE 025 400.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adjustment (to Environment), Adults, *Biographical Inventories, Data Analysis, Data Collection, *Disabilities, Educational Background, Evaluation Criteria, *Individual Characteristics, Individualized Programs, *Information Utilization, Interviews, Models, Occupational Aspiration, Participation, Questionnaires, Social Adjustment, Vocational Education, *Vocational Interests, *Vocational Rehabilitation, Work Experience

Identifiers-*Vocational Evaluation

This publication is intended to provide rehabilitation professionals with information about and structure for conducting the client information-gathering process prior to beginning vocational evaluation services. It can be divided into two major parts: (1) presentation of information and a model for structuring the information-gathering process and (2) demonstration of analysis of the information collected to develop referral'' or evaluation criteria. A section on gathering information suggests possible questions for seven major information categories found most useful in vocational planning demographic-identifying information, work history, education and training, personal and social adjustment, disability, vocational interests and goals, and job-seeking experience. Other topics include client understanding and involvement in the evaluation process, reasons for and structuring of the initial or diagnostic interview, and development and use of a structured information form. The twenty-one-page Materials Development Center Structured Information Form is provided and its use described. The section on analysis follows a brief discussion with example answers to questions on the information form and evaluation questions (information needs), which were developed from the information. (CE 025 400 provides information on developing individual evaluation plans from these questions.) Tentative steps for using the information in this publication conclude the publication. (YLB)

CE 025 399

ED 186 742

Botterbusch, Karl F.

A Guide to Job Site Evaluation.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date-May 78

Note-53p.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Disabilities, *Employment Potential, *Field Tests, *Job Performance, Job Placement, *Job Skills, Job Training, Measurement Techniques, Personnel Evaluation, Sheltered Workshops, Vocational Aptitude, Vocational Education, Vocational Interests, *Vocational Rehabilitation

Identifiers-*Vocational Evaluation

The purpose of this guide is to provide procedures, ideas, and examples that will insure the successful use of job sites to the evaluator who chooses to use job site evaluation to assess client potential outside of the rehabilitation facility. The first part gives some very precise reasons for and examples of the different uses of job site evaluation as well as some of the different types of job sites. A sample job site evaluation planning form is included. The second part of the guide provides step-by-step procedures on how to decide upon and establish a job site evaluation program. A sample checklist for job site development summarizes major points in the process. A third part tells how to evaluate the client on the job site. The wage and hour regulations are described and examples of job site evaluation forms are given in the appendixes. (YLB)

The Individual Evaluation Plan.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-DHEW-RSA-12-P-55307/5
Note-52p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, Criteria, Guidelines, Individualized Programs, *Individual Testing, Occupational Tests, *Planning, Testing, Test Selection, Vocational Aptitude
Identifiers-*Vocational Evaluation

For people directly involved with vocational evaluation, rationale and guidelines are presented for developing individual evaluation plans (IEPs) to meet the needs of handicapped clients. Functions served by the IEP are discussed: (1) master plan of the purposes and objectives of an evaluation; (2) written record of the assessment techniques used, who was involved in carrying out the evaluation, and the extent to which specific goals were achieved, and (3) insurance that the client's unique needs are considered. The individual evaluation planning standards developed by the Vocational Evaluation and Work Adjustment Association (VEWAA) in 1977 are quoted and the individual components discussed: writing and individualizing the evaluation plan, identifying referral questions, specifying assessment techniques and methods, listing persons involved and role clarification, and plan review and modification. To illustrate the process referral information on a specific client from a field counselor is used to develop an individual evaluation plan. Four additional IEP formats are appended. (JT)

ED 186 744 CE 025 401

Van Soest, Eileen And Others

Independent Living Evaluation-Training Program. Reprint Series No. 16.

Sioux Vocational School, Sioux Falls, S. Dak.; Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Aug 79

Grant-DHEW-RSA-12-P-55307/5

Note-104p.; For a related document see CE 025 402.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Clothing, Communication Skills, Foods Instruction, Functional Literacy, Health, Home Economics, *Home Economics Skills, Homemaking Skills, Hygiene, Language Skills, Physical Mobility, *Rehabilitation, Safety, *Special Programs, *Student Evaluation, *Student Placement, *Task Analysis

Intended to be used both as a guide for general program direction and as an individual evaluation and training tool this rehabilitation training guide includes materials and evaluation devices for use with mentally and/or physically handicapped clients on basic, intermediate and advanced living center levels. The eight independent living skill categories included are (1) personal hygiene/grooming; (2) housekeeping; (3) laundry/clothing care; (4) functional academics; (5) personal/social skills; (6) food preparation/cooking; (7) mobility; and (8) health and safety. Materials contained in the guide are organized according to these eight categories, and skills are listed on task analysis sheets according to their developmental sequence or from least to most difficult to attain. Student pre- and post-tests, as well as other pertinent visual aids, are included where feasible. (MEK)

ED 186 745 CE 025 402

Smith, Bradley C. Fry, Ronald R.

Instructional Materials in Independent Living.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-DHEW-12-P-55307/5

Note-35p.; For a related document see CE 024 401.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clothing, Communication Skills, *Daily Living Skills, Educational Resources, *Family Life Education, Foods Instruction, Functional Literacy, Health, Home Economics, *Home Economics Skills, Homemaking Skills, Hygiene, *Instructional Materials, Language Skills, Physical Mobility, *Rehabilitation, Safety, *Special Education

This annotated list of 103 instructional materials for use in an independent living program focused on personal, social, and community adjustment of those with special needs is cross referenced using a subject index that lists skill areas within a fourteen-category system. Document descriptions are arranged alphabetically by author and include ordering and price information. All printed materials on the list are available on loan from the Materials Development Center to those meeting elegibility requirements listed in the document. Following the annotated section, the subject index lists the entry numbers of appropriate document annotations to which the reader can refer. Certain categories contain a general entry carrying the notation ``outline'' to indicate that these documents contain word or phrase outline material, rather than the detailed information necessary to develop actual lesson plans.

(MEK)

ED 186 746 CE 025 403

McCray, Paul

An Interpretation of VEWAA/CARF Work Sample Standards.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Jul 79

Grant-DHEW-RSA-12-P-55307/5

Note-24p.; For a related document see CE 025 411.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($1.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Diagnostic Tests, Job Performance, Job Skills, Occupational Tests, *Situational Tests, *Standards, Test Validity, Vocational Adjustment, *Vocational Aptitude, *Vocational Rehabilitation, *Work Sample Tests

Identifiers-*Vocational Evaluation

The purpose of this publication is to review each of the Vocational Evaluation and Work Adjustment Association sample testing standards as well as to provide insight and understanding into the underlying purposes of the guidelines. The first of three sections focuses on those standards designed to insure that a work sample actually measures what it purports to measure and is representative of real competitive worker skills. Section 2 describes the requirements which define what constitutes work sample standardization. Specific requirements discussed are job analysis relationship; prerequisites; work sample purpose; materials and equipment used; test preparation and layout; instructions; time, error, and scoring instructions; and instructions for interpreting scores. The final section expounds upon the standard which requires work samples to have appropriate competitive or industrial norms. (LRA)

ED 186 747 CE 025 404

Tesolowski, Dennis G.

Job Readiness Training Curriculum.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Feb 79

Grant-DHEW-12-P-55307/5

Note-142p.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Career Education, Careers, Curriculum Guides, *Disabilities, Employment Interviews, *Employment Potential, *Job Application, Job Placement, Job Search Methods, Learning Activities, Lesson Plans, Occupational Information, Portfolios (Background Materials), *Vocational Rehabilitation, *Work Attitudes, Work Environment

Designed for professionals in rehabilitation settings, this curriculum guide presents fifteen lessons that focus on preparing to seek a job, job seeking, and job maintenance. Among the lesson titles included in the guide are (1) How to Find the Right Job and Categories of Jobs, (2) Self-Expressed Interests and Attitudes for Specific Jobs, (3) Completing an Application for Employment, (4) Using the Telephone to Contact an Employer and Self-Evaluating Your Grooming for a Job Interview, (5) Behaviors That Are Acceptable or Unacceptable for an Individual During a Job Interview and Special Concerns for the Disabled, (6) Acceptable Behaviors Which You Should Exhibit on the Job and Good Work Habits, and (7) Getting the Most out of Life through Advancement on the Job and a Question and Answer Conclusion on Job Readiness Training. Each lesson follows a typical format that includes the following parts: lesson title, objectives, outline, reference materials, information sheets, and worksheets. Transparency masters, audiovisual references, and assessment instruments are appended. (LRA)

ED 186 748 CE 025 406

Fry, Ronald

Occupational Information in Vocational Education.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-DHEW-RSA-12-P-55307/5
Note-19p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.00)
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Information Needs, *Information Sources, *Occupational Information, Occupational Tests, Resource Materials, Testing

Identifiers-*Vocational Evaluation

To encourage vocational evaluation professionals to think about the importance of providing clients with occupational facts and informaton, rationale and guidelines are presented for incorporating more occupational information into the vocational evaluation process. Following a section defining occupational information and related terms, the need for occupational information is argued on the premise that performance on work oriented evaluation procedures (i.e., work samples, situational assessment, etc.) simply does not provide all the facts and information the client needs to have a good overall picture of the unique characteristics of different jobs such as wages, working conditions, educational requirements, etc. Succeeding sections suggest some ways of using occupational information in vocational evaluation, ways of classifying the information for the most convenient client and professional use, and how to find out and keep up-to-date on what occupational information media exists. Suggested initial materials for purchase for a starter occupational information resource area are listed along with ways to determine what occupational information should be ordered to meet the needs of the particular facility and clientele. (JT)

ED [illegible]186 749 CE 025 408

Caddi[illegible] James W.

A Manual on Production Improvement in a Rehabilitation Workshop. Reprint No. 1[illegible].

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-7[illegible]

Grant-DHEW-[illegible]-12-P-55307/5

Note-124p.

Available from Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($2.50).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, Disabilities, *Efficiency, Flow Charts, *Improvement, Job Performance, *Job Simplification, Models, *Productivity, *Sheltered Workshops, *Standards, Time, Vocational Education, Vocational Rehabilitation

Identifiers-Learning Curves, Work Measurement

This manual for supervisors of rehabilitation workshops or plants focuses on knowledge, techniques, and application of work simplification and production standards. Four chapters providing introductory material discuss common goals of rehabilitation and production and human factors. The first of seven chapters (chapter 5) on work simplification defines it, weighs advantages/disadvantages, and discusses implementation. Two chapters focus on making and using flow diagrams and process charts. Other topics discussed (chapters 8-11) include use of an operation chart or operations process chart, principles of motion economy, workshop efficiency, and laying out a work place or production line. The section on production standards contains basic information and more advanced materials. Chapters 12 and 13 define work measurement and outline a quick method to set a production standard. Chapters 14, 15, and 17 provide materials for more precise determination of production standards time study, work rating, and allowances in setting performance standards. Chapters 16 and 18, on predetermined time systems and the learning curve, are intended for those who estimate or set production standards of estimating production outputs for pacing, bidding, or production scheduling purposes. (Most material is in outline format. Forms, examples, and exercises are provided.) (YLB)

ED 186 750 CE 025 410

Esser, Thomas J.

A Structured Guide for Selecting Training Materials in Adjustment Services.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Jan 77
Grant-DHEW-RSA-12-P-55307/5
Note-41p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), Adults, Behavioral Objectives, *Behavior Change, Behavior Modification, Case Records, *Counseling Services, *Counseling Techniques, Delivery Systems, Disabilities, *Individualized Programs, Program Evaluation, Program Implementation, *Rehabilitation, Reports, Resource Materials, Vocational Adjustment, Vocational Rehabilitation
Identifiers-Vocational Evaluation

This guide identifies existing materials which form a nucleus of information in the adjustment services field. Five sub-processes within the larger adjustment services process are used as the framework by which this information is structured in the guide. They are (1) behavior observation, identification, and analysis; (2) developing the individualized adjustment plan; (3) implementing adjustment services and techniques; (4) program monitoring, record keeping, and reporting; and (5) program evaluation. In addition to these five sub-process units (units 2-6) an introductory unit (unit 1) on the adjustment services concept and the relationship with vocational evaluation is also provided. Each sub-process unit includes a brief overview or introduction followed by an annotated listing of suggested resource materials. If there is overlap in material content, the resource is assigned to the unit to which it is most directly applicable. Appendixes include a resource list that gives availability of all materials cited within the guide and a Resource Grid that gives a more complete breakdown of materials and the unit(s) to which they correspond. (YLB)

ED 186 751 CE 025 411

VEWAA-CARF: Vocational Evaluation and Work Adjustment Standards with Interpretive Guidelines and VEWAA Glossary.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-77

Grant-DHEW-RSA-12-P-55307/5

Note-22p.; For a related document see CE 025 403. Some pages will not reproduce well due to small type.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.00)

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accreditation (Institutions), Eligibility, Glossaries, *Program Development, *Standards, *Vocational Adjustment, Vocational Aptitude, *Vocational Rehabilitation

Identifiers-Commission Accreditation Rehabilitation Facilities, *Vocational Evaluation, Vocational Evaluation Work Adjustment Association

Two separate documents are included in this publication. The first is standards for Vocational Evaluation and Work Adjustment with Interpretive Guidelines. It is designed to inform rehabilitation practitioners of those standards that have particular application to the field of vocational evaluation and work adjustment. Accompanying the standards are interpretations designed to be of assistance in meeting the intent of the standards, especially for those who are preparing for Commission on Accreditation of Rehabilitation Facilities accreditation. The second document is a glossary containing definitions of 140 terms which are closely related to the profession and practice of vocational evaluation and work adjustment. (LRA)

ED 186 752 CE 025 413

Fry, Ronald R., Ed.

Work Evaluation and Adjustment: An Annotated Bibliography, 1947-1977.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Feb 78

Grant-DHEW-RSA-12-P-55307/5

Note-185p.; Not available in paper copy due to small type. For related documents see CE 025 414-415.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($3.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Career Change, Citations (References), Disabilities, *Evaluation Methods, *Vocational Adjustment, *Vocational Maturity, *Vocational Rehabilitation, Work Attitudes

Identifiers-*Vocational Evaluation

This bibliography contains 1,296 annotations of literature on work evaluation and adjustment covering the years from 1947 through 1977. Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC (keyword-out-of-context) title index, includes the titles of all documents listed in the bibliography. Each title is listed alphabetically by significant keywords within the Title. As an additional aid for the identification of relevant annotations, a subject index is also included that lists annotations according to subject areas in which the Materials Development Center most frequently receives requests for information. (LRA)

ED 186 753 CE 025 414

Fry, Ronald R., Ed.

Work Evaluation and Adjustment: An Annotated Bibliography. 1978 Supplement.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-May 79

Grant-DHEW-RSA-12-P-55307/5

Note-78p.; Not available in paper copy due to small print. For related documents see CE 025 413-415.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomoni[illegible] WI 54751 ($1.50)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Career Change, Citations (References), Disabilities, *Evaluation Methods, *Vocational Adjustment, *Vocational Maturity, *Vocational Rehabilitation, Work Attitudes

Identifiers-*Vocational Evaluation

This supplementary bibliography, which contains 151 entries, includes primarily the work evaluation and adjustment literature written in 1978. Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC (keyword-out-of-context) title index, includes the titles of all documents listed in the bibliography. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included that lists annotations according to subject areas in which the Materials Development Center most frequently receives requests for information. (LRA)

ED 186 754 CE 025 415

Fry, Ronald R., Ed.

Work Evaluation and Adjustment: An Annotated Bibliography. 1979 Supplement.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Apr 80

Grant-DHEW-RSA-12-P-55307/5

Note-81p.; Not available in paper copy due to small print. For related documents see CE 025 413-414.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Career Change, Citations (References), Disabilities, *Evaluation Methods, *Vocational Adjustment, *Vocational Maturity, *Vocational Rehabilitation, Work Attitudes

Identifiers-*Vocational Evaluation

This supplementary bibliography, which contains 140 entries, includes primarily the work evaluation and adjustment literature written in 1979. Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC (keyword-out-of-context) title index, includes the titles of all documents listed in the bibliography. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included that lists annotations according to subject areas in which the Materials Development Center most frequently recieves requests for information. (ERA)

ED 186 755 CE 025 416

Botterbusch, Karl F.

The Use of Psychological Tests with Individuals Who Are Severely Disabled.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Sep 76

Grant-DHEW-RSA-12-P-55307/5

Note-76p.

Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Testing; Testing; Menomonie, WI 54751 ($2.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Achievement Tests, *Blindness, *Deafness, Guidelines, Intelligence Tests, *Mental Retardation, Occupational Tests, Personality Measures, *Psychological Testing, Reading Tests, *Severe Disabilities, Test Construction, Testing, *Testing Problems

Specific suggestions and guidelines are presented for modifying psychological tests so that they can be used to obtain results that are not distorted by the individual's handicap. Focus is on testing persons with sight, hearing, and academic problems with the indication that principles developed for this fairly high percentage of the severely disabled population are applicable to other handicapped persons. Part I suggests methods of communicating instructions and items to the client in a way that he will understand what is required of him. Conditions of blindness, deafness, and mental retardation are defined and general test modification suggestions made for each. Part II contains examples of how specific tests can be modified to meet the special needs of the disabled and examples of commonly used tests that can be used without modifications with one or more of the three disability groups. A test review outline is presented followed by twenty-one individual test reviews under the following headings: achievement batteries and reading tests, character and personality, intelligence, vocations clerical, vocations dexterity, vocations mechanical, and vocations interests. Part 3 briefly describes a few tests designed for the severely disabled. (JT)

ED 186 756 CE 025 417

Dickson, Mary B.

Work Sample Evaluation of Blind Clients: Criteria for Administration and Development.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Aug 76
Grant-DHEW-RSA-12-P-55307/5
Note-50p.; Master's Thesis, University of Wisconsin-Stout.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)
Pub Type- Dissertations/Theses - Masters Theses (042) - Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides, *Blindness, Guidelines, Masters Theses, *Test Construction, *Testing, Testing Problems, Test Reviews, Test Selection, *Work Sample Tests
Identifiers-*Vocational Evaluation

Criteria are presented for vocational evaluators who use work samples as one means of determining the vocational potential of blind clients. Included are rationale for the use of work samples; specific steps for their administration, scoring, and use of norms; and criteria for modifying present work samples and developing new ones. A literature review documents the need for work evaluation services for the blind. It covers jobs currently held by the blind and predictions for future employment trends, problems in achieving competitive employment, and current evaluation techniques, both psychological tests and work samples. An evaluation plan for a blind client outlines skills and worker characteristics which should be observed and recorded. Administration of work samples for several specific purposes is examined. The section on modification in administration procedures is organized like the Materials Development Center's Suggested Format and Content of a Work Sample Manual'' (Thomas, 1973) so that evaluators can follow modification which may need to be made in currently used work sample manuals which follow that format. Principles and modifications discussed are applied to three commercial work sample batteries in common use: Jewish Employment and Vocational Service Work Sample Battery, Singer Vocational Evaluation System, and Valpar Component Work Sample Series. Charts on each battery provide modifications in instructions or materials suggested when using the work sample with a visually impaired client. (JT)

ED 186 757 CE 025 418

Esser, Thomas J., Ed.

Client Rating Instruments for Use in Vocational Rehabilitation Agencies.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services, Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Dec 75
Grant-DHEW-RSA-12-P-55307/5
Note-60p.
Available from-Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)
Pub Type- Reference Materials (130) - Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Rating Scales, Disabilities, *Measurement Techniques, Scoring, Test Interpretation, Test Selection, *Vocational Aptitude, *Vocational Rehabilitation
Identifiers-*Vocational Evaluation

This monograph focuses on rating scales and other similar instruments being used in applied rehabilitation settings. The first of two major sections presents a general discussion of rating scales and their use. Specifically, this section includes subparts dealing with (1) reasons for using rating instruments, (2) the types of rating scales, (3) problems and pitfalls in the use of rating scales, and (4) selecting a rating scale. The remainder of the document is comprised of descriptions of eleven rating scales: American Association on Mental Deficiency Adaptive Behavior Scale; Adaptive Behavior Chceklist; Chicago Jewish Vocational Service's Staffing Preparation Form; Employability Assessment Scale and Profile; Materials Development Center Behavior Identification Format; Nebraska Client Progress System; Progress Assessment Chart 2; San Francisco Vocational Competency Scale; Vocational Behaviors Scale: Experimental; Work Adjustment Rating Form; and Work Behavior Rating Scale. Each description follows a typical format including the following parts: general information, descriptions of the scale, scoring, technical information, availability, and references. (LRA)

ED 186 758 CE 025 419

Esser, Thomas J.

Individualized Client Planning for Work Adjustment Services.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-Sep 75
Grant-DHEW-RSA-12-P-55307/5
Note-47p.
Available from-Materials Development Center, Stout Rehabilitation Institute, University of Wisconsin Stout, Menomonie, WI 54751 ($1.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Behavior Change, Behavior Modification, Behavior Problems, Disabilities, *Employment Potential, *Individualized Programs, *Job Skills, Needs Assessment, Planning, Rehabilitation Counseling, Rehabilitation Programs, Skill Development, *Vocational Adjustment, Vocational Education, *Vocational Rehabilitation
Identifiers-Vocational Evaluation

To assist work adjustors, evaluators, and counselors in learning how to write individualized work adjustment plans, this publication describes one method of developing individual client plans the Materials Development Center Individualized Work Adjustment Plan. The detailed description of this plan explains the two basic parts of its format: (1) page 1,'' on which are listed and prioritized problem behaviors or skill deficits, and (2) the individual goal sheets which set forth each behavior to be worked with in the adjustment program. Suggestions for using the form, sample forms, and example plans are provided. Appended materials include a work adjustment program evaluation checklist and a simulated discussion between the director of client services and a rehabilitation consultant; the discussion describes the adjustment plan's purpose, identifies problems in implementing work adjustment services, demonstrates steps in developing individualized plans, and emphasizes the need for a written plan for each client. (YLB)

ED 186 759 CE 025 420

Falk, William W.

Significant Other'' Influence and Vocational Development. Information Series No. 196.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.-498NH90003

Pub Date-80

Contract-300-78-0032

Note-28p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.20)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Choice, *Career Development, *Concept Formation, Decision Making, Environmental Influences, *Family Influence, Parent Influence, *Peer Influence, Racial Factors, Research Needs, Sex Differences, Vocational Education

Identifiers-*Significant Other

This monograph on significant other influence and vocational development begins with a short historical overview of the concept of significant other.'' The author then presents a summary of the ways in which the concept has been measured and reviews selected empirical studies with an emphasis on findings related to race, sex, and residence. The conceptual and methodological needs for future research are discussed. In conclusion, the author relates the relevance of these concepts and conclusions to vocational educators. (BM)

ED 186 760 CE 025 421

Jung, Steven M.

Proprietary Vocational Education. Information Series No. 197.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.-498NH90003

Pub Date-80

Contract-300-78-0032

Note-49p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accreditation (Institutions), *Enrollment, Faculty, Government School Relationship, Job Placement, *Program Administration, Program Costs, *Program Descriptions, Program Effectiveness, *Proprietary Schools, Recruitment, State Standards, *Student Characteristics, Teaching Methods, *Vocational Education

This monograph on proprietary vocational education provides an overview of proprietary education which is intended for vocational educators who may not be familiar with proprietary schools. The author begins with a description of numbers and types of proprietary schools and includes information on population characteristics, chartering, licensing, accreditation, patterns of corporate organization, and enrollment statistics. Distinctive operating characteristics are then discussed, such as length of programs and costs; student recruitment; instructional methods and faculty; and placement services. The nature of proprietary school students, training outcomes, consumer abuse and government regulation are also discussed. In conclusion, the author summarizes prospects for the future. (BM)

ED 186 761 CE 025 422

Heddesheimer, Janet C.
Vocational Education and Mid-Career Change. Information Series No. 198.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498NH90003
Pub Date-80
Contract-300-78-0032
Note-36p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210 ($2.80)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adults, *Career Change, *Career Counseling, Career Development, *Delivery Systems, Educational Resources, *Educational Strategies, Individual Characteristics, Individual Needs, Research Needs, *Vocational Education

This monograph on vocational education and mid-career change represents an attempt to survey the diverse points of view concerning modes of service delivery to adults making mid-career changes. In addition, this paper describes the characteristics of those who make changes in mid-career, provides an overview of career development theory, discusses the needs of mid-career changers, and provides

information on available strategies and resources to serve mid-career changers. Finally, the implications for research and practice are discussed. (BM)

ED 186 762 CE 025 423

Spetz, Sally H. And Others

Current and Future Employment Opportunities in New and Emerging Occupations within Illinois. Final Project Report.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jan 80

Contract-R-35-30-X-0222-206

Note-67p.; For related documents see CE 024 424-430.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrators, Animal Facilities, Curriculum Research, *Demand Occupations, *Employment Opportunities, Employment Patterns, *Employment Projections, Employment Qualifications, Farm Management, Institutional Administration, *Labor Needs, National Surveys, *Occupational Information, Occupational Surveys, Podiatry, Rehabilitation Centers, Solar Radiation, State Surveys, Statewide Planning, Technical Occupations

Identifiers-*Emerging Occupations, *Illinois, Industrial Health, Therapeutic Recreation

An Illinois project identified new and emerging occupations within the state and determined the types, levels, and distribution of new vocational education curricula needed to meet employment demands for skilled workers in those occupations. Project staff reviewed similar national research efforts, recently enacted Illinois legislation, and technical and trade journals to identify potential new occupations. Telephone contacts were made with over 450 individuals nationwide, representing industries, educational institutions, professional and trade associations, government agencies, labor unions, service organizations, and private employers. Study findings identified seven new and emerging occupations for which new curricula should be offered: biomedical equipment technician, industrial hygiene technician, podiatric assistant, therapeutic recreation technician, swine confinement facility assistant manager, solar energy technician, and halfway house resident manager. Each was described in terms of job duties, educational requirements, typical employers, present sources of workers, linkages with established occupations or industrial sectors, and current and projected estimates of statewide manpower demand. (A curriculum planning and resource guide for each occupation is available separately. See Note.) Further, twelve occupations were identified as potential new and emerging occupations, due to pending legislation, technology, or borderline demand estimates. (Job duties and exclusion criteria are provided for approximately forty occupations which did not qualify.) (YLB)

ED 186 763 CE 025 424

Heath, Walter D. Spetz, Sally H.

Therapeutic Recreation: A Curriculum Planning and Resource Guide.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jan 80

Contract-R-35-30-X-0222-206

Note-25p.; For related documents see CE 025 423-430.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, *Allied Health Occupations Education, Annotated Bibliographies, Associate Degrees, *Curriculum, *Curriculum Development, Disabilities, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Labor Needs, Occupational Information, Postsecondary Education, *Program Development, *Rehabilitation, Resource Materials, Teacher Qualifications, *Therapy, Vocational Education

Identifiers-Emerging Occupations, Illinois, *Therapeutic Recreation

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer therapeutic recreation technician curriucla and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chatper 3 describes the job duties and typical employers of therapeutic recreation technicians. In chapter 4 alternative curriculum approaches are presented an associate degree program and a certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains fourteen abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools that offer technician coursework in therapeutic recreation and related agencies/organizations and journals/periodicals. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 764

CE 025 425

Heath, Walter D. Spetz, Sally H.

Swine Confinement Management: A Curriculum Planning and Resource Guide.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jan 80

Contract-R-35-30-X-0222-206

Note-25p.; For related documents see CE 025 423-430.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, *Agricultural Education, *Animal Facilities, Animal Husbandry, Annotated Bibliographies, Associate Degrees, *Curriculum, *Curriculum Development, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, *Farm Management, Labor Needs, Occupational Information, Postsecondary Education, *Program Development, Resource Materials, Teacher Qualifications, Vocational Education

Identifiers-Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer swine confinement management curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of swine confinement facility assistant managers. In chapter 4 alternative curriculum approaches are presented an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains eighteen abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in swine confinement management, related agencies/organizations and journals/periodicals, and swine farmer competencies. (A report on the project that identified the seven new and emerging occupations is available as CE 024 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 765 CE 025 426

Heath, Walter D. Spetz, Sally H.

Podiatric Assisting: A Curriculum Planning and Resource Guide.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jan 80

Contract-R-35-30-X-0222-206

Note-33p.; For related documents see CE 025 423-430.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advisory Committees, *Allied Health Occupations Education, Annotated Bibliographies, Associate Degrees, *Curriculum, *Curriculum Development, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Labor Needs, *Medical Assistants, Occupational Information, *Podiatry, Postsecondary Education, *Program Development, Resource Materials, Teacher Qualifications, Vocational Education

Identifiers-Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer podiatric assistant curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of podiatric assistants. In chapter 4 alternative curriculum approaches are presented an associate degree program, and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter (chapter 6) contains five abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools having a past or current interest in podiatric assistant programs and related agencies/organizations, tasks, American Podiatry Association accreditation information, and bibliographies of podiatry materials. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 766 CE 025 427

Thomas-Gordon, Sandy L. Spetz, Sally H.

Solar Energy Technology: A Curriculum Planning and Resource Guide.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jan 80
Contract-R-35-30-X-0222-206
Note-47p.; For related documents see CE 025 424-430.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees, Annotated Bibliographies, Associate Degrees, *Curriculum, *Curriculum Development, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Labor Needs, Occupational Information, Postsecondary Education, *Program Development, Resource Materials, *Solar Radiation, Teacher Qualifications, *Technical Occupations, *Vocational Education
Identifiers-Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer solar technology curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter [illegible] describes the job duties and typical employers of solar energy technicians. In chapter 4 alternative curriculum approaches are presented an associate degree program, certificate program, and heating, refrigeration, and air conditioning option. Chapter 5 discusses these resources needed to implement the program: curriculum advisory committee, facilities, and equipment, and instructor qualifications. The final chapter (chapter 6) contains forty-six abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in solar energy technology, related agencies/organizations and journals/periodicals/news publications, task listings and job competencies, and equipment lists. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 767 CE 025 428

Heath, Walter D. Spetz, Sally H.

Industrial Hygiene Technology: A Curriculum Planning Resource Guide.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jan 80

Contract-R-35-30-X-0222-206

Note-30p.; For related documents see CE 025 423-430.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advisory Committees, *Allied Health Occupations Education, Annotated Bibliographies, Associate Degrees, *Curriculum, *Curriculum Development, Educational Certificates, Educational Equipment, Employment Qualifications, Environmental Technicians, Hygiene, *Industry, Occupational Diseases, Occupational Information, Postsecondary Education, *Preventive Medicine, Program Development, Public Health, Resource Materials, *Safety, Teacher Qualifications, Vocational Education

Identifiers-Emerging Occupations, Illinois, *Industrial Health

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer industrial hygiene technician curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of industrial hygiene technicians. In chapter 4 alternative curriculum approaches are presented an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains fifteen abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in industrial hygiene, related agencies/organizations and journals/periodicals, and equipment lists and inventories. (A report of the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 768 CE 025 429

Thomas-Gordon, Sandy L. Spetz, Sally H.

Halfway House Management: A Curriculum Planning Resource Guide.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jan 80
Contract-R-35-30-X-0222-206
Note-26p.; For related documents see CE 024 423-430.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Education, Advisory Committees, Annotated Bibliographies, Associate Degrees, *Curriculum, *Curriculum Development, Educational Certificates, Educational Equipment, Educational Facilities, Employment Qualifications, Human Services, *Institutional Administration, Labor Needs, Occupational Information, Postsecondary Education, *Program Development, *Rehabilitation Centers, Residential Institutions, Resource Materials, Teacher Qualifications, Vocational Education
Identifiers-Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer halfway house management curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of halfway house managers. In chapter 4 alternative curriculum approaches are presented an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains eleven abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework or training related to halfway house management and related agencies/organizations and journals/periodicals. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 769 CE 025 430

Spetz, Sally H.

Biomedical Equipment Technology: A Curriculum Planning Resource Guide.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jan 80
Contract-R-35-30-X-0222-206
Note-69p.; For related documents see CE 025 423-429.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Advisory Committees, *Allied Health Occupations Education, Annotated Bibliographies, Associate Degrees, *Biomedical Equipment, *Curriculum, *Curriculum Development, Educational Certificates, Educational Equipment, Educational Facilities, Electronics, Employment Qualifications, Equipment Evaluation, Equipment Maintenance, Labor Needs, *Medical Laboratory Assistants, Occupational Information, Postsecondary Education, *Program Development, Resource Materials, Teacher Qualifications, Vocational Education
Identifiers-Emerging Occupations, Illinois

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer biomedical equipment technician curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of biomedical equipment technicians. In chapter 4 alternative curriculum approaches are presented an associate degree program, certificate program, and electronics option. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains thirty-nine abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework in biomedical equipment technology and related agencies/organizations and journals/periodicals, task listings and job competencies, certification of biomedical equipment technicians, and equipment lists and inventories. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

ED 186 770 CE 025 432

Mills, Joe D.

Development and Validation of a Competency-Based Preservice/Inservice Learning System for Vocational Teachers. Final Report.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.-498AH60198
Pub Date-Jun 77
Grant-G007603814
Note-56p.; Some of the appendix materials will not reproduce well due to light and broken type.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administration, *Competence, *Competency Based Teacher Education, Criterion Referenced Tests, *Curriculum Development, Delivery Systems, Evaluation Criteria, *Individualized Instruction, Inservice Teacher Education, Instructional Materials, *Multimedia Instruction, Objectives, Preservice Teacher Education, *Skills

The purpose of this project was to develop and field test a modularized, individualized, multimedia learning system designed to produce vocational instructors who are competent to implement and manage a totally individualized curriculum delivery system. A team of instructional designers worked with practicing vocational teachers and teacher educators to (1) determine the competencies and objectives of the system; (2) determine the content of instructional materials; and (3) formatively evaluate the instructional materials. Project effort resulted in a learning system called FACIT (Florida's Approach to Competency-Based Individualized Teaching). The system consists of thirty-one competencies, organized into six components: goal setting, objectives, criterion-referenced testing, learning experiences, evaluation, and instructional management. Each competency has at least one print-learning option, and most include a second learning option in an alternative medium. Three conclusions of the study are that (1) there are a set of commonly agreed-upon competencies central to the individualization of competency-based instruction; (2) FACIT is a unique approach that includes elements of many other theoretical and practical approaches; and (3) FACIT provides a model for the concepts it is designed to teach. (FACIT competencies and objectives, bibliographic citations of over 200 materials reviewed, and a list of 46 FACIT instructional materials are included as appendixes.) (MEK)

ED 186 771 CE 025 439

Low Reading/High Interest Vocational Materials. ECCMC Special Bibliography in Vocational & Career Education.

Illinois State Board of Education, Springfield. East Central Curriculum Management Center.

Pub Date- 78

Note-13p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Career Education, Citations (References), English (Second Language), *High Interest Low Vocabulary Books, Instructional Materials, *Learning Disabilities, *Reading Difficulties, *Vocational Education

Identifiers-Comprehensive Employment and Training Act, East Central Curriculum Management Center IL

This annotated bibliography lists low reading/high interest vocational and career education materials for use by teachers, counselors, administrators, and students involved in Comprehensive Employment and Training Act, English as a second language, and learning disability programs. Each of the 115 references included in the bibliography is available on loan from the East Central Curriculum Management Center, Springfield, Illinois. (LRA)

ED 186 772 CE 025 449

Continuing Education in Nursing: A Selected Bibliography. Nurse Planning Information Series, 13.
Franklin Research Center, Philadelphia, Pa.
Spons Agency-Public Health Service (DHEW), Arlington, Va. Div. of Nursing.
Report No.-DHEW-HRA-80-31

Pub Date-Mar 80
Contract-232-78-0090
Note-203p.
Available from-National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Annotated Bibliographies, *Curriculum, *Delivery Systems, Educational Planning, *Educational Resources, Educational Trends, *Evaluation, Needs Assessment, *Nursing, *Professional Continuing Education, Program Development

Publications cited in this bibliography on continuing education in nursing include books, journal articles, government reports, research reports, and other bibliographies. These references and their abstracts are grouped under the following subject categories: assessment of needs and resources; local, state, and regional planning; trends and issues; curriculum models and specialty areas; delivery techniques; and evaluation. Entries in each section are arranged alphabetically by authors' names or by title if there is no specific author. Each citation includes the title of the publication, the reference source or publisher, and an abstract when available. An author index is also included. (BM)

ED 186 773 CE 025 456

Hoffman, Donald H. And Others
Lifelong Learning and the Visual Arts: A Book of Readings.
National Art Education Association, Reston, Va.
Pub Date-80
Note-159p.
Available from-National Art Education Association, 1916 Association Dr., Reston, VA 22091 ($9.25)
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, Art Activities, *Art Education, Creativity, Educational Objectives, *Educational Philosophy, Gerontology, Health, *Lifelong Learning, Museums, *Older Adults, Program Descriptions, Program Development, Research Needs, *Teaching Methods, *Visual Arts

This volume of selected readings is designed to aid artists and educators in the development of a knowledge base within the realm of lifelong learning and the visual arts. Compiled for use by both student and practitioner, these readings are divided into three chapters. The first chapter provides readers with background, rationale, and directions for emulation by art educators and others interested in the field. Chapter 1 includes such titles as Growing Old with the Arts,'' by Paul Kim; For the First Time: The Arts at Mid-Life,'' by Ann Jennings; and Toward a Philosophical Base for Community Arts The Museum Role,'' by Joseph Covington. The readings in chapter 2 review current practices, for example, Art and the Confined Aged,'' by Pearl Greenberg; Training Personnel for Work with the Elderly,'' by Donald Hoffman; and The Rural Elderly and the Arts,'' by Claire Clements. The readings in chapter 3 focus on research and include such topics as Toward an Understanding of Lifelong Growth and Participation in Visual Arts Production,'' by Leslye Prentice Ruth Bloom; Aging and Creativity,'' by Lila Tabor and John Rogers:. and Relationship between Creative Activity and the Health of Elderly Persons,'' by Alice Dawson and Warren Baller. (BM)

Montez, Andres R., Ed. Thom, Stephen, Comp.

Adult Literacy Program Handbook: A Compilation of Reading Academy Program Experiences.

Office of Education (DHEW), Washington, D.C.

Pub Date-80

Note-175p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01917-5).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Guidelines, Instructional Materials, *Literacy Education, *Program Administration, Program Budgeting, *Program Development, Program Evaluation, Recordkeeping, Recruitment, Staff Development, Staff Utilization, Supervision

Intended for use by individuals involved in the operation of adult literacy programs, this handbook is a compilation of the successful operational procedures that some of the directors of the Right to Read Reading Academies have used in administering their respective programs. It also attempts to address the programmatic concerns that program directors have on a daily basis as they operate their programs. The handbook suggests procedures, ideas, and materials for those functions that are particular to adult literacy programs that operate on limited budgets and make extensive use of volunteers as reading tutors. The writers of the seventeen chapters, at the time of writing, were active project directors of Reading Academies in various parts of the country. Chapter topics include (1) initial operating procedures; (2) development of job descriptions; (3) community support and mobilization; (4) budget planning and management; (5) management of volunteers; (6) supervising volunteers; (7) recruitment of volunteers; (8) retention of volunteers; (9) recruitment and retention of clients; (10) client referrals; (11) staff development; (12) instructional materials; (13) teaching English as a foreign language; (14) enrichment activities; (5)

recordkeeping forms; (16) evaluation; and (17) continuation strategies. (BM)

CG

ED 186 775 CG 014 320

Levin, Susan
The Transcendental Meditation Technique in Secondary Education.
Pub Date- 75
Note-60p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Change, Behavior Modification, *Educational Benefits, *Personality Assessment, Program Descriptions, Program Effectiveness, *Psychological Characteristics, *Secondary Education, Secondary School Students, *Self Concept, Self Help Programs, Student Development
Identifiers-*Transcendental Meditation

The educational and pyschological effects of the practice of Transcendental Meditation (TM) on secondary school students were examined. A course including TM technique was taught to two public high school classes of 30 volunteers each. One class took the TM course for both semesters; the other took an alternative course in self-development for the first semester and the TM course for the second semester. A group of volunteers from the same school formed the control group. Personality, intelligence, and interview measures were administered on a pretest-posttest basis to all three groups. The year-long TM class showed significant global effects of treatment on neuroticism (as measured by the Eysenck Personality Inventory), self-concept (as measured by the Tennessee Self-Concept Scale), and the interview measure. Regularity of the TM technique correlated with gains in both experimental groups. (Author)

ED 186 776 CG 014 327

Rolfe, Paula G. Wilson, Russell C.

A Comparison of the Self-Descriptions of High School Completion (GED) Dropouts and Persisters.

Pub Date-Nov 79
Note-15p.; Paper presented at the Convention of the Mid South Educational Research Association (November, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Adult Dropouts, Adult Education, Adult Students, Comparative Analysis, High School Equivalency Programs, Measurement Techniques, *Predictor Variables, *Self Concept, *Student Attrition, *Success, Two Year Colleges
Identifiers-*Adjective Check List (Gough and Heilbrun)

Differences in self-descriptive patterns of adults who dropped out of high school completion courses and those who completed their courses were examined using the Adjective Check List (ACL) to measure adult personality attributes. Subjects (N 142) were asked to endorse those adjectives which best described themselves and to skip those which did not. At the end of 10 weeks, 29 students had dropped their studies while 113 either completed or were still active in the program. Stepwise discriminant analysis yielded 35 ACL variables which predicted group membership. In general, persisting students endorsed more positive adjectives while dropouts used many more adjectives in describing themselves. Results suggest that, at the time of enrollment, the self-concept as described by personally endorsed adjectives can differentiate those students with high attrition risk from those likely to persist. (Author/HLM)

ED 186 777 CG 014 328

Schmidt, George Richard

A Model for an Adult Growth and Development Center.

Pub Date-Dec 79

Note-145p.; Master's Thesis, California State University, Long Beach.

Pub Type- Reports - General (140) - Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Development, Adult Education, Adults, Career Development, Developmental Programs, *Developmental Stages, *Educational Counseling, *Guidance Centers, Guidance Objectives, *Lifelong Learning, Models, *Outreach Programs

This thesis presents a model for an Adult Growth and Development Center predicated on preventive/educational counseling for the issues and tasks of adulthood. The model is described in terms of information from three data bases: (1) a review and synthesis of various adult development theories; (2) a review of the literature on outreach programs; and (3) a pilot field survey of organizations providing services to the adult population. The programs for preventive/educational counseling for adult development are considered in terms of general life skills and specific careers, i.e., social and civic career, marriage, family, occupation, and leisure. Within each of these careers, the programs are examined in terms of the tasks and issues of the adult developmental periods of different theorists.

(Author)

ED 186 778 CG 014 329

Hazler, Richard J. Singer, Mark J.

Providing Supplemental Counseling Experiences: Alternatives to Role-Playing.

Pub Date-8 Oct 79

Note-14p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counseling Techniques, *Counselor Training, *Experiential Learning, Graduate Students, Higher Education, *Instructional Innovation, Models, Program Descriptions, Role Playing, *Trainees, *Training Methods

This paper offers a rationale and introduction to three innovative techniques which provide initial counseling experiences to trainees in the helping professions. The development of a cooperative program with the drama department to train and utilize drama students as coached clients is described as the first technique. The second technique is presented as a review by trainees of experienced counselors' taped interviews to help them develop more accurate and comprehensive perceptions of an actual counseling encounter. The third alternative technique is delineated in terms of training counselors in the use of mental imagery for self-directed practice and review of counseling interviews in an imaginary context. Current programs teaching counseling interactions for enrollees are reviewed in light of how trainee role-playing has traditionally been the primary method used to provide these experiences. The alternative techniques presented are designed to provide additional quantity and quality to the experiential aspects of training programs with minimal additional costs and personnel requirements. (Author)

ED 186 779 CG 014 330

Harnisch, Patricia Bechtold, Bob

Handling Stress: An Evaluation Program for Telephone Crisis Workers.

Pub Date-10 May 79
Note-18p.; Paper presented at the Annual Meeting of the American Association of Suicidology (12th, Denver, CO, May 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Rating Scales, *Communication Problems, Comparative Analysis, Foreign Countries, *Hotlines (Public), *Perception, Program Evaluation, *Responses, Role Playing, *Stress Variables, *Volunteers, Volunteer Training
Identifiers-*Canada

The comparative validity of observations recorded by volunteer telephone crisis workers was examined. To assess workers' listening and response skills, an instrument was devised to rate callers' expressed stress level, confidence in self, confidence in using other community resources, and duration of stress. Groups of 10 workers were invited to attend one-day sessions in which the four areas to be rated were discussed in depth. Using taped role play calls, designed to approximate specific stress levels, facilitators asked workers to rate calls on the four factors and then compare their ratings. Response styles were discussed and workers rated their own style. The group then rated the taped response styles. Results were compared verbally at the end of each session, and later reviewed for assessment of consistency across center workers. Emerging patterns suggested some areas where modification of initial interviewing, screening and training programs were appropriate. The scores from the taped role plays indicated variations in the way individuals heard the callers. These variations were greater on the initial role-play tape, showed more consistency on the second tape, and showed the highest discrepancy on the third tape. (Author)

ED 186 780 CG 014 331

Johnson, Colleen L.

Impediments to Family Supports to Dependent Elderly: An Analysis of the Primary Caregivers.

California Univ., San Francisco.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Nov 79
Grant-MH-31907-03
Note-14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Dependents, Diseases, *Environmental Influences, Family (Sociological Unit), *Family Involvement, Health Conditions, Interaction Process Analysis, Life Style, Motivation, *Older Adults, *Parent Child Relationship
Identifiers-*Support Systems

Although studies of social contact and mutual aid between the elderly and their children suggest impressive potentials for family supports, much less is known of this potential in a situation of illness and dependency. The family's potential at that stage when the older person's health deteriorates to the point that some external support is required was examined. Subjects were 170 families drawn from hospital discharge records and interviewed two weeks later. Findings indicate that, while the motivation of children to provide support was unusually high, situational impediments were likely to intervene, and center on job responsibilities, care of other dependents, and higher priorities on the marriage and family of orientation. The major family caretaker was likely to be a spouse or sibling, often in poor health himself. Despite the numerous difficulties experienced by those in poor health who were being cared for by others in the same status, a high valuation on their own independence prevented the search for other alternatives. (Author)

ED 186 781 CG 014 340

Johnston, Lloyd D. And Others

Drugs and the Nation's High School Students: Five Year National Trends. 1979 Highlights.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-80-930
Pub Date-79
Grant-3-R01-DA-01411-05
Note-84p.; For related document see CG 014 306.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-00968-7)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Alcoholic Beverages, *Behavior Patterns, *Drug Use, *Environmental Influences, *High School Students, Marihuana, National Surveys, *Sex Differences, Student Attitudes, *Student Behavior, Trend Analysis, Youth Problems

The current prevalence of drug use among American high school seniors, and trends in drug use since 1975, were investigated as part of the program entitled Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth,'' funded by the National Institute on Drug Abuse. The basic research design involved data collection from high school seniors in approximately 125 public and private high schools across the United States, beginning with the class of 1975. Subjects were asked to respond to questionnaire items about current drug use, use at earlier grade levels, degree and duration of highs,'' attitudes and beliefs, and their social milieu. Results indicated that: (1) 65% had used illegal drugs at some point in their lives with a substantial proportion having used only marihuana; (2) cigarettes were used daily by more of the students than any other drug; (3) more students used marihuana daily as compared to alcohol; and (4) higher proportions of males than females were involved in drug use, especially heavy drug use. (Author/HLM)

ED 186 782 CG 014 341

Removing Children from Adult Jails: A Planner's Guide to Action.
Illinois Univ., Urbana.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date- 79
Note-54p.; For related document see CG 014 342.
Pub Type- Reports - General (140) - Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Children, *Citizen Participation, *Community Action, Community Programs, *Cooperative Planning, *Delinquency, Models, *Needs Assessment, Prisoners, *Program Development, Youth Problems
Identifiers-*Jails

This planning guide is designed to assist those individuals or groups concerned with the removal of children from adult jails, and is intended to provide a methodology for needs assessment and implementation of a flexible network of alternatives at the local community level. The guide includes an overview of the problem and a narrative description of each phase of the planning process, presented in terms of: (1) organizing for planning; (2) assessing needs; (3) obtaining public input; (4) establishing policy and developing a plan; (5) implementing the plan; and (6) monitoring the system. The appendices contain sample juvenile intake and detention surveys, a list of criminal justice agencies offering technical assistance, and a bibliography. (Author/HLM)

ED 186 783 CG 014 342

Removing Children from Adult Jails: A Citizen's Guide to Action.
Illinois Univ., Urbana.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date- 79
Note-42p.; For related document see CG 014 341.
Pub Type- Reports - General (140) - Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Children, *Citizen Participation, *Community Action, Community Programs, *Cooperative Planning, *Delinquency, Needs Assessment, Prisoners, Program Development, *Youth Problems
Identifiers-*Jails

This citizen's guide is designed to provide suggestions to those individuals or groups concerned with the removal of children from adult jails. The guide presents an overview of the problem, a list of actions which can be taken by an informed and active citizenry, including: (1) monitoring and publicizing admissions practices and living conditions in community jails; (2) participating in state and local planning efforts to remove juveniles from inappropriate confinement; (3) mobilizing existing groups interested in juvenile justice; and (4) volunteering to work with juvenile programs. The appendices contain a list of criminal justice agencies offering technical assistance, and a bibliography. (Author/HLM)

ED 186 784 CG 014 344

Krajcir, Stephen F. Sundberg, Norman D.

Future Time Perspectives in Old Age, Adulthood and Youth.

Pub Date-2 Sep 79

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Comparative Analysis, Expectation, *Futures (of Society), *Older Adults, Perception, *Perspective Taking, *Social Attitudes, *Time Perspective

Identifiers-*Life Span

There have been few studies comparing personal future perspectives across wide sectors of the life span and none comparing societal future perspectives. Age groups, each consisting of 41 women and 10 men who were elderly (over 60), in middle adulthood (26-45), or adolescence (14-16) were asked to list events they expected to happen in their future lives and in the community, nation or the world; to assign time; and to state if the events would be pleasant or unpleasant. It was hypothesized that a curvilinear relationship would occur between age and length of looking ahead,'' with the adult group the highest. While the results tended in that direction, only the elderly were significantly lower than the other two groups. As hypothesized, societal time spans were not significantly different among the age groups. It was also hypothesized that depressive mood would be associated with a shorter time span; this finding was confirmed for the elderly for both personal and societal futures. (Author)

ED 186 785 CG 014 345

Goodson, William Dale

A Study to Determine the Career Development Needs of All Entering College Students, Not Just the Open Major Students.

Pub Date-2 Apr 79

Note-16p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Las Vegas, NV, April 2-5, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice, *Career Development, *College Students, Developmental Stages, Higher Education, *Majors (Students), *Sex Differences, Student Development, *Student Needs, Student Personnel Services

Identifiers-*Goodson Career Development Survey

The career development needs of students entering college with declared majors were investigated. The Goodson Career Development Survey was administered to 2,153 students entering 11 colleges on the campus of Brigham Young University. Approximately three-fourths of the students were new freshmen and one-fourth were lower division transfer students from other colleges. Students in each of the 11 colleges differed in their level of development in relation to college major choice, occupational choice, and overall career development. Overall mean scores indicated that students in each college, except for the College of General Studies, had made more clearly defined college major choices than occupational choices. Women had higher mean career development scores than men; however, they were only significantly higher than men toward occupational choice and overall career development. In the College of General Studies where undeclared majors were registered, a higher percent of the students expressed the need for help in all areas of student career development than the students in other colleges. (Author/HLM)

ED 186 786 CG 014 346

Covitz, Sharon Baum

The Effects of Career Counseling on Subsequent Job Satisfaction in Mature Women Returning to College.

Pub Date-11 Apr 80

Note-18p.; Paper presented at the Annual Convention of the National Association for Women Deans, Administrators, and Counselors (Cincinnati, OH, April 9-12, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Adult Students, *Career Counseling, *Counseling Effectiveness, Counseling Services, Educational Experience, *Females, Higher Education, *Job Satisfaction, *Nontraditional Students, Program Evaluation, *Reentry Students

The effects of career counseling on subsequent job satisfaction in mature women returning to college was investigated. Subjects, women 25 years or older upon graduation, were drawn from two populations one that had been involved in career counseling through an established counseling program for mature women, and one that had not. While career counseling did not have a measureable effect on job satisfaction, other variables such as income, marital status, number of children, level of education, and profession did. It is possible that, over time, the positive effects of career counseling were obscured by other factors which fulfilled needs of the subjects. (The questionnaire administered for the study is included.) (Author/HLM)

ED 186 787 CG 014 347

Barber, Clifton E. Richburg, Robert W.

Emphasizing and Measuring Affective Outcomes in an Introductory Gerontology Course.

Pub Date-28 Feb 80

Note-25p.; Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (Denver, CO, February 28, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Measures, *Aging (Individuals), Course Descriptions, Course Evaluation, *Course Objectives, *Evaluation Methods, *Gerontology, Higher Education, Models, Older Adults, *Outcomes of Education, Student Attitudes

A model is presented for developing an introductory gerontology course in which teaching strategies are aimed primarily at realizing affective rather than cognitive outcomes in the lives of students. The four course objectives are described in terms of the following areas: (1) examination of personal values and attitudes concerning aging and the aged; (2) development of empathy for individuals representing different generations and periods of adulthood; (3) expansion of the future time perspective; and (4) selection of alternative action plans. For each objective, the rationale, expected outcomes, and activities are delineated. Additionally, descriptions of several instruments which could be used to measure some of the expected outcomes are provided, including the Aging Opinion Survey (ADS), sematic differential self-description scales, the Attitudes Toward Planning Scale, and the Time Perspective Questionnaire. (HLM)

ED 186 788 CG 014 348

Ness, Ernie Sanderson, Becky
Weekend Migration: An Investigation of the Suitcase College Phenomenon at a Midwestern University.
Pub Date- 77
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Environmental Influences, Higher Education, *Individual Needs, *On Campus Students, Peer Influence, Student Behavior, *Student Characteristics, *Student College Relationship, Undergraduate Students
Identifiers-*Suitcase Colleges

The relationship between student characteristics and the frequency with which students left campus on weekends was investigated. Subjects were 411 undergraduate students who completed an 11-item self-report instrument designed to measure the influence of students' class rank, sex, and distance from home on behavior, their reasons for remaining/leaving campus, and the prevalence of the behavior. Class rank had a significant effect on the frequency with which students went home, with freshmen going home the most often and juniors the least. Students living within a 50-mile radius of the campus went home more often than those from any other distance. Women went home significantly more than men. Affiliation-related needs represented three of the top four reasons for leaving campus. Those who did remain on campus cited the need to study or catch up on school work as the principal reason. (Author)

ED 186 789 CG 014 353

Hohenshil, Thomas H. Maddy-Bernstein, Carolyn
Resource Guide: Vocational Counseling for the Handicapped.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date- 80
Note-133p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Counseling, Career Education, *Counseling Services, *Disabilities, Educational Counseling, Elementary Secondary Education, *Guidance, *Job Placement, Staff Development, *Student Employment
Identifiers-*Virginia

This resource guide is designed to assist educational personnel to expand and increase the effectiveness of their vocational guidance and counseling programs for the handicapped. The guide includes a combination of articles, books, research reports, audiovisual materials, staff training materials, organizations, and directory lists. The references reviewed, which were compiled from a variety of sources, i.e., ERIC, federal and state research and training projects, and private and governmental agencies, address the following areas of concern for the handicapped: (1) counseling; (2) education; (3)job placement; (4) career education; (5) legislation; (6) family counseling; and (7) national and Virginia-based organizations. Each reference is annotated, and where possible, ordering information is included. (Author)

ED 186 790 CG 014 354

Karweit, Nancy L. And Others

The Conditions for Peer Associations in School.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-JHU-CSOS-R-282

Pub Date-Aug 79

Grant-NIE-6-78-0210

Note-47p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, Behavior Patterns, Elementary Secondary Education, *Environmental Influences, Factor Analysis, *Interaction, *Peer Influence, Peer Relationship, Research Needs, *School Organization, *Social Integration, Socialization, State of the Art Reviews, *Student Behavior, Students

Peer associations within schools are important influences on educational orientations and aspirations. The many studies in this area, however, have not produced a comprehensive and detailed theoretical account of peer socialization effects, thereby impeding the design and implementation of more effective school organizations. Although schools provide differentiated settings and activities which affect peer interaction patterns, it is questionable to assume that the most important settings for these interactions are consonant with school organizational boundaries such as the entire school, curricular tracks, or classroom. Informal peer groups, not necessarily defined by classrooms, are important sources of influence on students as demonstrated by social network analysis. There is a need to develop a more adequate conceptualization of how school organization affects peer social structures and processes by investigating factors of academic achievement, friendships, school size, and extra-curricular activities. (Author/HLM)

ED 186 791 CG 014 355

Wiatrowski, Michael D. Swatko, Mary K.

Social Control Theory and Delinquency: A Multivariate Test.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-JHU-CSOS-R-291
Pub Date-Dec 79
Grant-NIE-G-78-0210
Note-49p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ability, Adolescents, *Aspiration, *Behavior Patterns, *Delinquency, Models, Multivariate Analysis, *Social Class, *Social Development, Socioeconomic Influences
Identifiers-*Social Control

Hirschi's social control theory of delinquency status that delinquency involvement is the function of the failure of an adolescent to form or maintain a bond to society comprised of attachment, commitment, involvement and belief. In the past decade Hirschi and other researchers have found substantial support for this original thesis using tabular analysis. Multivariate models of social control theory which simultaneously consider how all of the bond elements operate in relation to delinquency were investigated. Factor analysis and communality analysis were used to examine the empirical support for the uniqueness of the four bond elements; a great deal of shared variance among them was found. Measures of social class and ability as background factors were also added to the model to explicate the effects of those variables on the educational and occupational aspirational parts of social control theory. (Author)

ED 186 792 CG 014 357

Mayer, Peter J.
The Evolution of Human Longevity: Toward a Biocultural Theory.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-28 Nov 79
Grant-BNS-7918830
Note-38p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).
Pub Type- Information Analyses (070) - Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Development, Adults, *Biological Influences, *Cultural Background, Developmental Stages, *Evolution, *Individual Characteristics, Life Style, Models, State of the Art Reviews, *Theories
Identifiers-*Longevity

Homo sapiens is the only extant species for which there exists a significant post reproductive period in the normal lifespan. Explanations for the evolution of this species-specific trait are possible through non-deterministic'' theories of aging positing wear and tear'' or the failure of nature to eliminate imperfection, or deterministic'' theories which explain longevity as the by-product of selection for some other features such as general constitutional fitness'' or optimal life-history strategy. All of these hypotheses, however, fail to propose a positive selective force which could have acted to favor longevity in evolving hominid populations. Consideration of the evolutionary advantages of long life suggests a model of how selection for longevity could have effected a positive feedback loop between inclusive fitness and social support networks, representing the central biological and sociocultural components of a biocultural theory. Results of preliminary testing of this theory, using data from New England family genealogies, suggest validity for this approach. (Author)

ED 186 793 CG 014 358

Davis, Richard H., Ed.
Stress and the Organization.
University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.
Spons Agency-Xerox Corp., Rochester, N.Y.
Pub Date-79
Note-60p.; Paper presented at the Meeting of the Midwestern Association of Behavior Analysis (4th, Chicago, Illinois, May 13-16, 1978).
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adjustment (to Environment), Adults, *Coping, *Environmental Influences, Individual Characteristics, *Organizational Climate, Organizations (Groups), Physical Fitness, Psychophysiology, Responses, *Sex Differences, *Stress Variables

The proceedings of a conference on stress and the organization, sponsored by the Business Institute in Gerontology, are presented. The materials address the following areas of concern related to the problem of stress, including: (1) physiology and psychological effects; (2) organization-induced stress and its manifestations; (3) mid-life transitions for men; (4) the dilemma of corporate women; and (5) exercise and physical fitness. The appendices contain transcripts of a panel discussion on corporate stress and a comment on personal stress management. (Author/HLM)

ED 186 794 CG 014 359

Broughton, Sam F.

Effects and Noneffects of Reinforcement for Academic Performance.

Pub Date-May 78

Note-19p.; Paper presented at the Meeting of the Midwestern Association of Behavior Analysis (4th, Chicago, IL, May 13-16, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Behavior Change, Class Activities, Comparative Analysis, Elementary Education, Elementary School Students, Grade 4, *Performance Factors, *Positive Reinforcement, *Social Behavior, *Student Participation

Reinforcement for academic performance has been shown to increase both correct academic responding and rates of on-task behavior. Reinforcement for attending and on-task behavior has failed to increase correct academic responding in many studies, but it has produced vicarious and sociometric changes. The occurrence of vicarious and sociometric effects with academic contingencies was investigaged. Subjects were normal fourth-grade students with mild classroom behavior and math performance problems. One child in each of three pairs of students was reinforced for correct completion of math problems. Both treated and untreated children were observed to determine whether academic performance, classroom behavior, and sociometric status improved with treatment. Only the performance and behavior of treated children improved. Untreated children failed to improve substantially in math performance and actually deteriorated in on-task behavior. Sociometric status remained unchanged for all children. (Author)

ED 186 795 CG 014 360

Keast, Fred D. And Others
ADEA, Inflation, and the Retirement Decision.
Portland State Univ., Oreg.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-29 Nov 79
Grant-90-A-1739(01)
Note-49p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Discrimination, Decision Making, Discriminatory Legislation, Employer Attitudes, *Employment Patterns, Federal Legislation, *Inflation (Economics), National Surveys, *Older Adults, *Retirement, *Work Life Expectancy
Identifiers-*Age Discrimination in Employment Act 1967

The 1978 amendments to the Age Discrimination in Employment Act (ADEA) provide older workers with the option of extending their worklives as a means of meeting the financial requirements of their later years. As part of a larger study funded by the Administration on Aging, DHEW, the degree to which inflation and ADEA was expected to impact workers' retirement decisions was analyzed. In a nation-wide sample, over 1600 employers responded to mailed questionnaires and telephone interviews seeking information on how they expected their firms and employees to be affected by ADEA. Data indicated that employers almost universally predicted minimal immediate impacts from the ADEA amendments, including no radical departures from past retirement patterns. The potential impacts of inflation, however, generated very different responses. With continued high inflation, 80% of respondents predicted widespread delayed retirement among workers. Patterns of responses indicated that these expectancies varied by geographic region and industry, suggesting that inflation may well promote structural problems within the economy. Overall, results indicated that the importance of ADEA lies not in the impacts it will directly promote, but rather in the increased latitude available to workers in their adjustments to other phenomena. (Author)

ED 186 796 CG 014 362

Gibson, Jessie M. Jones, Yvonne
A Social Skills Guide for Parents to Help Children Cope.
Philadelphia School District, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date-79
Note-83p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Black Culture, Child Development, *Child Rearing, Elementary Secondary Education, Home Study, *Interpersonal Competence, *Parent Child Relationship, *Parent Responsibility, Parents, *Skill Development, Training Methods

This booklet is designed to assist parents help their children get along'' with others, and is based on the premise that the ability to relate well to others is essential to good mental health and success in the home, in the classroom, and on the job. The materials focus on the following topics: (1) the use of role play, questioning and responding activities for basic social skill development, including how to receive and give criticism, compliments and apologies; (2) strategies for sensitizing children to their feelings as well as the feelings and behaviors of those with whom they come in contact; and (3) techniques for developing children's sense of self worth and responsibility for their actions, and suggestions for coping with the actions of others. Two feeling'' words which are common expressions in Black idiomatic speech, having an attitude'' and evil,'' are included as one way to help Black users of the booklet better understand their children. (Author)

ED 186 797 CG 014 363

Ryan, T. A., Ed.
Correctional Education: A Projection for the Future.
South Carolina Univ., Columbia.
Pub Date-77
Note-50p.; For related documents see CG 014 364 and CG 014 366.
Available from-University of South Carolina, College of Criminal Justice, Columbia, SC 29208 ($2.00)
Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Involvement, *Correctional Education, Correctional Institutions, Criminals, *Delinquency, *Futures (of Society), *Long Range Planning, Program Development, *Program Improvement, State of the Art Reviews

Correctional education faces a great challenge withstanding the temptation to become complacent while aggressively seeking new directions at a time when it has reached a stage of satisfying and successful growth. In the future, corrections will rely on a contractual model with motivated volunteer clients who know that their participation will enable them to act more responsibly. The ideal program for a juvenile facility will be a three-phase endeavor with an orientation/diagnostic phase; an intermediate phase of academic and skill-building programs, leisure time/health activities, and social interaction opportunities; and a final phase devoted to adjustment and integration into the community. For adults, a desirable system would require the interface of all elements of correctional education, i.e., client behaviors, facilities, climate, staff, finances, hardware/software, and corrections functions. (Author/HLM)

ED 186 798 CG 014 364

Ryan, T. A.

Staff Development Guidelines for Systematic Planning in Corrections.

South Carolina Univ., Columbia.

Spons Agency-Office of Law Enforcement Assistance, Washington, D.C.

Pub Date-Feb 78

Grant-LEAA-77-ED-99-007

Note-50p.; For related documents see CG 014 363, and CG 014 366.

Available from-University of South Carolina, College of Criminal Justice, Columbia, SC 29208 ($4.00)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Correctional Institutions, Guidelines, *Inservice Education, Long Range Planning, Professional Personnel, *Program Design, Program Development, *Skill Development, *Staff Development, *Systems Approach, Workshops

This manual provides a set of guidelines for organizing and conducting workshops or other in-service training programs to develop the planning skills of corrections personnel. The guidelines are intended to be flexible rather than fixed, to permit agencies as much latitude as possible in adapting the needs. The materials presented address the following topics: (1) an overview of the goals and objectives of the workshop with its focus on gaining skills in the area of systematic planning; (2) basic concepts of systematic planning including program design, implementation, and evaluation; and (3) specific skill-building activities for workshop participants. A bibliography of books and journal articles is also included. (Author/HLM)

ED 186 799 CG 014 366

Ryan, T. A.

Generalized Model for Planning and Evaluating Programs for Female Offenders.

South Carolina Univ., Columbia.

Spons Agency-National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Feb 79

Grant-AU-4

Note-114p.; For related documents see CG 014 363-364.

Available from-University of South Carolina, College of Criminal Justice, Columbia, SC 29208 ($9.00)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrators, Correctional Education, *Correctional Institutions, *Criminals, *Females, *Long Range Planning, Models, Professional Personnel, Program Design, *Program Development, *Systems Approach

This generalized planning model is designed to assist administrators and mid-management personnel seeking to develop and maintain effective and efficient correctional programs for women offenders. As a guide to the planning process, the model focuses on the following topics: (1) statement of the rationale for specialized programs for women offenders; (2) needs assessment; (3) implementation; and (4) evaluation. A bibliography of pertinent references is also included. (Author/HLM)

ED 186 800 CG 014 367

Resource Guide for Sex Equity in Vocational Counseling.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date- 79
Note-114p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Choice, *Career Counseling, *Discriminatory Legislation, Elementary Secondary Education, *Guidance, *Resource Materials, School Personnel, Sex Discrimination, *Sex Fairness, *Social Bias, Staff Development

This resource guide is designed to assist educational personnel is increasing sex equity in vocational guidance and counseling programs by identifying and eliminating sex bias and sex stereotyping, factors which constrict career options and the choice process. Included are a combination of articles, books, research reports, audiovisual materials, staff training materials, organizations, and directory lists. The references were collected from a variety of sources, including ERIC, federal and state research and training projects, and private and governmental agencies. Topics addressed by these resources focus on: (1) staff development; (2) career materials oriented to students; (3) research reports; (4) self-help materials; (5) legislation; (6) sexist language and sex bias; and (7) state and federal organizations. Each reference is annotated and, where possible, includes ordering and cost information. (Author)

ED 186 801 CG 014 368

Greeno, James G.
Psychology of Learning, 1960-1980: One Participant's Observations. Technical Report Number 5.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-25 Feb 80
Contract-N00014-78-C-0022
Note-66p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Patterns, History, *Knowledge Level, Learning Processes, *Learning Theories, *Memory, *Models, *Psychology, State of the Art Reviews

By 1960 there was a strongly developed theory of learning in which learning was considered as change of behavior. Neobehaviorist theories and then formal stochastic models analyzed processes in which probabilities of responses are altered. In the 1960's, analysis of learning as a discrete change between states of knowledge or stages of processing that differ in qualitative characteristics began; stochastic models were used to represent these states and stages. In addition, the processes and structure of human memory were studied in detail. In the 1970's, detailed analyses of the organization of knowledge for understanding language and solving problems developed, using programming languages as formalisms for representing models that simulate human performance. A prospect for the 1980's is the anlaysis of learning considered as acquisition of knowledge, in which basic processes will involve modification and combination of cognitive structure. This development is likely to include, and profit from, analyses of learning tasks used in school instruction. (Author)

ED 186 802 CG 014 369

Reever, Karen E. And Others

Relatives of the Impaired Elderly: Correlates of Feelings of Burden.

University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Nov 79

Grant-5-R01-MH-31129-02

Note-20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Child Responsibility, *Emotional Response, *Family Attitudes, Family Relationship, Interaction, Interpersonal Relationship, Life Style, *Older Adults, *Parent Child Relationship, *Spouses

Identifiers-*Senility

Frequently, the principle reason for institutionalizing cognitively impaired older persons is the caregivers' inability to continue providing help, and not the severity of deficits. Factors related to the caregivers' feelings of burden in a sample of 29 community-living older persons with senile dementia were investigated. Caregivers were spouses (N 18) and daughters (N-11). The extent of cognitive deficit of the impaired person, caregivers' reports of memory and behavior problems, the amount of social services received, frequency of visits from relatives and friends, and problems in activities of daily living, were examined by a structured interview. Feelings of burden were significantly correlated with the frequency of visits made by others, but not with other variables, including the severity of cognitive impairment and frequency of memory and behavior problems. (Author)

ED 186 803 CG 014 370

Peabody, Shelley Ann

The Complex Relationship Between Therapist Countertransference and Empathy Level.

Pub Date-79
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Counselor Client Relationship, *Counselor Performance, *Empathy, *Interaction, *Performance Factors, Skill Analysis, *Therapists
Identifiers-*Countertransference

The relationship between therapist empathy skill level and therapist non-defensive awareness of countertransference phenomena with three client types, i.e., seductive, hostile and neutral affect, was investigated. Therapists in training (n 22) were administered the Yulis and Kiesler immediacy measure as a measure of non-countertransference behavior. To assess empathy skill level, the client form of the Barrett-Lennard Relationship Inventory was administered to 22 volunteer clients after they experienced a single counseling session with the therapist. A significant positive correlation was observed between the therapist empathy level amd immediacy score, but only for the therapist immediacy score with the seductive client. A questionnaire completed by the therapists further explored the relationship between empathy and countertransference; a positive correlation was found between therapist openness to non-defensive awareness of their countertransference feelings and the therapist's empathic skill level. Compared to less empathic therapists, highly empathic therapists were more consciously open to the experience of countertransference feelings while less prone to display countertransference behavior. (Author)

ED 186 804 CG 014 372

Corman, Hope

Economic Aspects of Women Returning to School.

Pub Date-10 Apr 80

Note-25p.; Paper presented at the Annual Convention of the National Association for Women Deans, Administrators, and Counselors (64th, Cincinnati, OH, April 9-12, 1980). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Adult Students, Behavior Patterns, *College Attendance, *Economic Factors, Employment Patterns, *Females, Marital Status, *Nontraditional Students, Postsecondary Education, *Reentry Students

The relationships between labor force behavior, marital status and college attendance decisions of women between the ages of 25 and 65 were investigated through a model, empirically tested using ordinary least squares, from the 1975 survey of adult education conducted by the Bureau of the Census for the National Institute of Education. From the over 16,000 observations provided by the 1975 statistical test, approximately 3% of women between 25 and 65 who were eligible were enrolled in a college or university for degree credit. Results confirmed the hypotheses that women: (1) are less likely to go to college as they begin to approach retirement age; (2) labor force members are more likely to go to college; (3) who have already completed some college are more likely candidates for returning to school; and (4) who are divorced or single are more likely to return to college. (Author)

ED 186 805 CG 014 390

Heck, Edward J. Lichtenberg, James W.

Cognitive Complexity Variables and Counseling Research.

Pub Date- 77

Note-14p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Measurement, Cognitive Processes, Cognitive Style, Concept Formation, *Counselor Characteristics, *Factor Structure, *Interpersonal Competence, *Measurement Techniques, *Test Validity

A three-year combined sample of 103 master's level counseling students was administered five measures of cognitive complexity, selected on the bases of previous factor analytic research and their potential relevance to counseling research. The instruments were designed to measure the processing of social stimuli, and included the Interconcept Distance Measure of Cognitive Complexity, Intolerance of Trait Inconsistency Scale, Category Width Scale, Intolerance of Ambiguity Scale and the Paragraph Completion Measure of Integrative Complexity. A test of the intercorrelation matrix of the measures was not significant, substantiating the independence of the measures demonstrated by previous research. The use of cognitive complexity measures, particularly single measures, in counseling research needs to be further examined to determine if the complexity domain is even more differentiated than it now seems. (Author)

ED 186 806 CG 014 391

Gnagey, William J.

Locus of Control, Motives and Crime Prevention Attitudes of Classroom Facilitators and Inhibitors.

Pub Date- 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attribution Theory, *Behavior Problems, *Delinquency Prevention, High School Students, Identification, Individual Characteristics, *Individual Power, *Locus of Control, Motivation, Secondary Education, Self Actualization, Self Concept, *Student Characteristics, *Student Responsibility

It is time to stop blaming the rise in serious student misbehavior on families, peers, teachers, school systems and society, and to begin to hold students responsible for their own actions. To compare the personal characteristics of disruptive and normal'' students, teachers in a small high school identified 69 inhibitors (disruptive students) and 92 facilitators (well-behaved students) who subsequently completed the Intellectual Achievement Responsibility Questionnaire, the Rotter Internal-External Control Scale, the Motivation Inventory and the Crime Prevention Attitude Inventory. Compared to inhibitors, facilitators were more internal, more strongly motivated by needs higher on the Maslow hierarchy, and more law-and-order oriented with respect to crime prevention. Results were discussed in terms of their salience for classroom teachers and the probable effects of attribution retraining upon inhibitors. (Author)

ED 186 807 CG 014 392

Kaser, Joyce And Others

The Vocational Educator's Role: Outlines and Participants' Materials for Application Sessions for Vocational Educators. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Bulletin No. 0187.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78

Contract-300-76-0456

Note-195p.; For related documents see CG 014 321-26 and ED 155 498-508.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Career Counseling, Elementary Secondary Education, *Nondiscriminatory Education, Nontraditional Occupations, *Sex Fairness, Sex Role, *Staff Development, *Teacher Workshops, Training Methods, Vocational Directors, Vocational Education, *Vocational Education Teachers, Workshops

Identifiers-*Title IX Education Amendments 1972

The session outline and accompanying participant materials in this guide comprise one component of a multicomponent workshop developed to help implement Title IX of the Education Amendments of 1972, written to attain sex equity in schools. The guide includes an overview of the workshop package which consists of five three-hour sessions: three generic sessions designed to provide general information to all participants, and two application sessions designed to provide specialized information to persons with differing professional roles. Areas of discussion include: consideration of the need for Title IX; review of the Title IX regulation and grievance process; examination of the application of the Title IX regulation to job functions of various groups of education personnel; and an overview of the change process, including an opportunity for participant action planning. This manual outlines detailed application sessions for vocational educators, and includes discussions of the session population, objectives, time and materials needed, facilities and equipment, and personnel and their preparation. A suggested script and step-by-step instructions for workshop facilitators are followed by a package of participant materials for the two sessions. (Author/NRB)

ED 186 808 CG 014 394

Dunkelblau, Edward Lichtenberg, James W.

Prediction of Counselor Effectiveness from Students' Cognitive Complexity Scores.

Pub Date- 79

Note-14p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Measurement, Cognitive Style, Concept Formation, *Counseling Effectiveness, Counselor Characteristics, Counselor Qualifications, *Counselor Training, Graduate Students, *Interpersonal Competence, *Measures (Individuals)

Assessment of counselor trainee applicants with respect to level of cognitive complexity might prove a useful additional criterion in selection of students for training programs. To determine the correspondence between a measure of counselor effectiveness and five cognitive complexity measures, 38 subjects, master's degree students in counseling, completed each of five cognitive measures and were rated by their practicum supervisor on their effectiveness in actual counseling interviews. No significant correlations were found between the measures, nor did any combination of instruments permit prediction of counselor effectiveness with any statistical significance. Other interpretations are possible, including that the sample may have been sufficiently homogeneous with respect to cognitive complexity that subject differences in this domain could not produce statistical significance. Future investigations should focus on the utility of the construct of cognitive complexity as it relates to counselor selection, counseling, and counseling effectiveness. (Author/CKJ)

ED 186 809 CG 014 395

Jones, Charles A.

Development and Implementation of a Pilot Middle School Guidance Program.

Pub Date-Jul 79
Note-101p.; Ed.D. Dissertation, Nova University, FL.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Core Curriculum, Decision Making, *Guidance Objectives, *Guidance Programs, Interpersonal Competence, Junior High Schools, *Middle Schools, Pilot Projects, Program Descriptions, *Program Development, Questionnaires, Self Esteem
Identifiers-*California, *Earthquake Safety

This practicum report describes the development and implementation of a comprehensive pilot middle school guidance program. Staff members reviewed the literature on middle schools in general and guidance programs in specific, explored programs in operation throughout the state of California, and consulted with members from the State Department of Education. Program development included the development of an integrated Core curriculum in language arts and social studies, development of the guidance curricular components to be included with the Core program, inservice planning and training for staff members, development of a Guidance Center, and planning for the development of a Career Center. The Core/guidance components addressed many areas within the vast scope of guidance, but specifically the development of self concept, decision-making skills, study skills, growth and development, career awareness, and leadership potential. The major deterrent to implementation is district programming and staffing limitations resulting from severely reduced state funds due to a new tax limitation law. (Author)

ED 186 810 CG 014 396

Barksdale, Agnes H.

A Mobile Program to Provide Mental Health Services to Students of an Inner-City School and Their Families.

Pub Date-May 79

Note-407p.; Ed.D. Dissertation, Nova University, FL. Part may be marginally legible.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Behavior Problems, Educational Therapy, Elementary Education, *Family Counseling, Human Services, *Inner City, *Mental Health Programs, *Mobile Educational Services, Parent School Relationship, Program Descriptions, *Psychoeducational Clinics, *School Community Programs, Urban Education, Youth Programs

A two-year (1977-1979) program was developed to increase mental health services to students and their families in an inner city school. The counseling supervisor from the school district and the director of a mental health agency developed a mobile mental health program. Students and their families were not always able to go to the agency for needed services, therefore, the agency was brought to them. This practicum describes a two-year effort by which the counseling supervisor implemented the program at a pilot site, the Lehigh Elementary School. During the second year, it was expanded to four additional schools in the district providing needed mental health services to students and their families. (Author)

ED 186 811 CG 014 397

Miller, Maria

Assertiveness Training: A Communication Key.

Pub Date- 77
Note-18p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Assertiveness, *Attitude Change, *Behavior Change, Career Development, *Communication Skills, *Interpersonal Competence, Locus of Control, *Self Esteem, Skill Development, Students, Workshops

This program offers assistance in developing a workshop on assertiveness training for students. It discusses how assertiveness helps one learn self-control and take responsibility for one's own behavior. Examples of assertive and non-assertive behavior and exercises to increase assertiveness are delineated as they relate to classroom skills, career development, and personal life. (Author/JAC)

ED 186 812   CG 014 398

Sledden, Elizabeth A. Fernandez, Katherine A.

Ego Involvement and Topic Controversiality as Related to Attitude Change.

Pub Date-80

Note-13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, *Change Strategies, *Individual Psychology, *Persuasive Discourse, *Self Concept, Self Evaluation (Individuals), Social Psychology

Identifiers-*Controversial Issues

Attitude change was measured on four different topics before and immediately after a persuasion was presented in order to compare the degree of change with the level of ego involvement as it relates to topic controversiality. Ego involvement was based on self-ratings of concern for each topic. Objective topic controversiality was based on the average level of ego involvement in each topic for all subjects. The following hypotheses were upheld: attitude change could be produced, even on highly ego-involving and controversial topics; and the more controversial the topic, the less attitude change would be created by the persuasion. A third hypothesis, that higher levels of subjective ego involvement would produce lower amounts of attitude change, was not supported. (Author)

ED 186 813 CG 014 399

Children in Custody: A Report on the Juvenile Detention and Correctional Facility Census of 1975.

National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Report No.-SD-JD-4F
Pub Date-Dec 79
Note-195p.; For related documents see ED 095 446 and ED 149 227.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 027-000-00888-7)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Census Figures, *Correctional Institutions, *Delinquency, *Institutional Characteristics, *Institutionalized Persons, Juvenile Courts, *Residential Institutions, Youth, *Youth Programs

The 1975 census showed that 2,151 juvenile detention and correctional facilities housed more than 76,000 individuals. There was an increase in facilities administered by government agencies, mainly training schools and group homes. Private facilities served almost exlusively as adjuncts of public ranches or group homes. The rates of juveniles to staff throughout the system was roughly one-to-one. Part-time employees constituted a growing proportion of the work force. The ratio of staff to juveniles was somewhat greater in private facilities. Extensive tabular data is included in the report. (Author/JAC)

ED 186 814 CG 014 400

Donald, Kathleen M. And Others

Before Assertiveness: A Group Approach to Building Self-Confidence. A Manual for Group Leaders.

Pub Date-79
Note-62p.
Available from-UCSB Counseling Center, Bldg. 478, University of California, Santa Barbara, CA 93106 ($5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Assertiveness, *Attitude Change, Behavior Modification, *Counseling Techniques, *Group Counseling, Interpersonal Competence, Leaders Guides, *Self Esteem, *Skill Development, Videotape Recordings, Workshops

This leader's guide is designed to assist those individuals responsible for conducting workshops for building self-confidence. The manual includes a brief discussion of theoretical background, a bibliography of references and related resource books, and a justification and description of the pre-group interview. Goals, exercises, hand-outs, and detailed procedure are elaborated for the seven group sessions (goal setting, cognitive re-structuring, use of video for feedback, turning negatives into positives, simple social and communication skills, skill assessment, and strength assessment). (Author)

ED 186 815 CG 014 404

Mitchell, Christine K. And Others

Tobacco Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.

American Lung Association, New York, N.Y.; New York State Education Dept., Albany. Bureau of Drug Education.; State Univ. of New York, Albany.

Pub Date-79

Note-78p.; For related documents see SP 015 333, SP 015 344-45 and CG 014 405-08.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Responsibility, Curriculum Guides, *Decision Making, *Health Education, Health Materials, *Interpersonal Competence, Kindergarten, *Learning Activities, Prevention, Primary Education, *Self Concept, *Smoking, Teaching Guides, Tobacco

This teaching guide for a tobacco education curriculum at the kindergarten level is part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades K-3, and a resource materials list. The basic instructional concepts for the kindergarten level focus on helping students: (1) develop positive self-images to enable them to accept and express themselves and to make independent decisions; (2) feel good about themselves so that they are able to work, play, and interact with others responsibly; and (3) adopt non-smoking attitudes and behaviors in the desire to stay well and to have a strong healthy body. Objectives, teacher information worksheets and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

Mitchell, Christine K. And Others

Tobacco Education Curriculum: Grade 1. Health Education: Substance Abuse Prevention.

American Lung Association, New York, N.Y.; New York State Education Dept., Albany. Bureau of Drug Education.; State Univ. of New York, Albany.

Pub Date-79

Note-100p.; For related documents see SP 015 333, SP 015 344-45 and CG 014 404-08.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Responsibility, Curriculum Guides, *Decision Making, Grade 1, *Health Education, Health Materials, *Interpersonal Competence, *Learning Activities, Prevention, Primary Education, *Self Concept, *Smoking, Teaching Guides, Tobacco

This teaching guide for a tobacco education curriculum at the first-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades K-3, and a resource materials list. The basic instructional concepts for the first-grade level focus on helping students: (1) develop positive self-images to enable them to accept themselves, to interact with others, and to make responsible decisions; (2) learn the value of good physical health to develop nonsmoking attitudes and behaviors; (3) recognize the importance of clean air; and (4) identify the safety hazards of cigarette smoking. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

ED 186 817 CG 014 406

Mitchell, Christine K. And Others

Tobacco Education Curriculum: Grade 3. Health Education: Substance Abuse Prevention.

American Lung Association, New York, N.Y.; New York State Education Dept., Albany. Bureau of Drug Education.; State Univ. of New York, Albany.

Pub Date-79

Note-100p.; For related documents see SP 015 333, SP 015 344-45 and CG 014 404-08.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Responsibility, Curriculum Guides, *Decision Making, Grade 3, *Health Education, Health Materials, *Interpersonal Competence, *Learning Activities, Prevention, Primary Education, *Self Concept, *Smoking, Teaching Guides, Tobacco

This teaching guide for a tobacco education curriculum at the third-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades K-3, and a resource materials list. The basic instructional concepts for the third-grade level focus on helping students: (1) develop positive self-images to enable them to make responsible decisions regarding risk-taking behaviors; (2) recognize the adverse effects of smoking on physhical health; (3) identify the safety hazards of cigarette smoking; (4) understand how cigarette smoking can be habit-forming; and (5) assume personal responsibility for safeguarding their health. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

ED 186 818 CG 014 407

Mitchell, Christine K. And Others

Tobacco Education Curriculum: Grade 5. Health Education: Substance Abuse Prevention.

American Lung Association, New York, N.Y.; New York State Education Dept., Albany. Bureau of Drug Education.; State Univ. of New York, Albany.

Pub Date-79

Note-103p.; For related documents see SP 015 333, SP 015 344-45 and CG 014 404-08.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Child Responsibility, Curriculum Guides, Decision Making, Grade 5, *Health Education, Health Materials, Intermediate Grades, *Interpersonal Competence, *Learning Activities, Prevention, *Self Concept, *Smoking, Tobacco

This teaching guide for a tobacco education curriculum at the fifth-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades 4-6, and a resource list. The basic instructional concepts for the fifth-grade level focus on helping students: (1) feel good about themselves to enable them to make decisions with confidence; (2) become responsible for setting personal goals to protect their physical health; (3) identify the adverse effects of smoking on physical health; (4) recognize the economic impact of the tobacco industry in the United States; and (5) understand the psychological and sociological factors affecting their decisions about smoking. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

ED 186 819 CG 014 408

Mitchell, Christine K. And Others

Tobacco Education Curriculum: Grade 6. Health Education: Substance Abuse Prevention.

American Lung Association, New York, N.Y.; New York State Education Dept., Albany. Bureau of Drug Education.; State Univ. of New York, Albany.

Pub Date-79

Note-85p.; For related documents see SP 015 333, SP 015 344-45 and CG 014 404-07.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Responsibility, Curriculum Guides, *Decision Making, Grade 6, *Health Education, Health Materials, Intermediate Grades, *Interpersonal Competence, *Learning Activities, Prevention, *Self Concept, *Smoking, Teaching Guides, Tobacco

This teaching guide for a tobacco education curriculum at the sixth-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades 4-6, and a resource materials list. The basic instructional concepts for the sixth-grade level focus on helping students: (1) identify immediate and long-term effects of smoking on the body; (2) analyze those factors involved in personal decisions about smoking; (3) recognize the responsibility of the United States government in the production, sale and use of tobacco; and (4) understand that individuals can lead happy and productive lives without smoking. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

ED 186 820 CG 014 409

Norris, Lila Katz, Martin R.

Sex Differences in the Career Values, Interests, and Choices of College Students.

Educational Testing Service, Princeton, N.J.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Grant-NIE-G-77-0002
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, *Career Choice, Career Counseling, *College Students, *Decision Making Skills, Higher Education, Majors (Students), Nontraditional Occupations, *Sex Differences, Sex Stereotypes, Student Attitudes, *Values, *Vocational Interests
Identifiers-*System of Interactive Guidance and Information

Observations of the career decision-making (CDM) behaviors of college students were analyzed to investigate how variations in the CDM process may be associated with sex and sex-typed'' values. Data were collected from records of students' interaction with the computer-based System of Interactive Guidance and Information (SIGI) to look into the process of CDM. First, sex differences in values were examined. Then, for groups classified as having values typical'' or atypical'' of each sex, analyses were made of differences and similarities in such behaviors as preferences for major fields of interest and kinds of occupations chosen. While identified sex differences tended to confirm the stereotype of the striving, active, positive male and nurturant, passive female, the two typical'' sub-groups accounted for many of these differences. Furthermore, differences between the typical'' and atypical'' sub-groups within each sex often parallelled those between the sexes. Results suggest that similarities between the sexes in the CDM process outnumber differences and justify sex-blind'' guidance. (Author)

ED 186 821 CG 014 410

Miller, Alan V., Comp.

Homosexuality and Employment: A Selected Bibliography. Number 11.

Ontario Dept. of Labour, Toronto. Research Branch.
Pub Date-Sep 78
Note-115p.; For related documents see CG 014 411-12.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Civil Rights, *Employment, *Equal Opportunities (Jobs), *Homosexuality, *Lesbianism, Personality Traits, *Sexuality, Social Discrimination

This bibliography represents the first in a series of three dealing with employment of homosexuals, to be published by the Ontario Ministry of Labour Library. All asterisked titles in the series deal with the employment problems of and discrimination against homosexuals. This bibliography of reading materials concerned with homosexuality and

employment is divided into separate listings of monographs and periodical articles. (Author)

ED 186 822 CG 014 411

Miller, Alan V., Comp.

Homosexuality and Human Rights: A Selected Bibliography. Number 12.

Ontario Dept. of Labour, Toronto. Research Branch.

Pub Date-Oct 78

Note-71p.; For related documents see CG 014 410-12.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bias, *Civil Liberties, *Civil Rights, *Homosexuality, *Lesbianism, Personality Traits, *Sexuality, *Social Discrimination

This bibliography represents the second in a series of three dealing with employment of homosexuals, to be published by the Ontario Ministry of Labour Library. All asterisked titles in the series deal with the employment problems of and discrimination against homosexuals. This bibliography of reading materials concerned with homosexuality and human rights is separated into listings of monographs and periodical articles. (Author)

Miller, Alan V., Comp.

Homosexuality in Specific Fields: The Arts, the Military, the Ministry, Prisons, Sports, Teaching and Transsexuals. A Selected Bibliography. Number 13.

Ontario Dept. of Labour, Toronto. Research Branch.

Pub Date-Oct 78

Note-62p.; For related documents see CG 014 410-11.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Athletics, *Careers, *Court Litigation, *Employment, Fine Arts, *Homosexuality, Lesbianism, Military Service, Personality Traits, Prisoners, Religion, Social Discrimination, Teaching (Occupation)

Identifiers-*Transsexuals

This bibliography represents the third in a series of three dealing with employment of homosexuals, to be published by the Ontario Ministry of Labour Library. All asterisked titles deal with the employment problems of and discrimination against homosexuals. This bibliography is concerned with homosexuality in the specific fields of the arts, the military, the ministry, prisons, sports and teaching. The listings for each field are divided into monographs and periodical articles. There are also listings for articles on transsexuals, theses dealing with

homosexuality, and court cases. (Author)

ED 186 824 CG 014 420

Gillis, Candida Wagner, Linda

Life-Writing: Writing Workshops and Outreach Procedures.

Michigan State Univ., East Lansing. Dept. of English.

Spons Agency-Michigan Council for the Arts, Detroit.; Michigan Council for the Humanities, East Lansing.

Pub Date-80

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Day Care, Autobiographies, *Creativity, *Educational Gerontology, Humanistic Education, *Older Adults, Personal Care Homes, Program Descriptions, Self Concept, *Self Expression, Workshops, *Writing (Composition)

The ongoing project described in this paper seeks to develop an economical, effective means through which communities can establish writing workshops that will provide the aged with constructive environments for life review. It is aimed at identifying the methods and materials useful in a workshop setting for stimulating reminiscence and personal history, culminating in oral/written compositions. Procedures include the establishment of ongoing writing workshops in senior residential centers, the collection of writing produced by the aged, the development of guidelines and materials for conducting workshops, and the production of a training film. A summary of tentative conclusions drawn from the first phase of the project is followed by a discussion of the significance of Life-Writing Workshops. (Author)

ED 186 825 CG 014 421

Yager, Geoffrey G. Baker, Sherry

Thoughts on Androgyny for the Counseling Psychologist.

Pub Date-Sep 79
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), *Androgyny, Assertiveness, Counseling, Interpersonal Competence, *Personality Traits, *Self Esteem, *Sex Differences, *Sex Role, Sex Stereotypes, Social Behavior, State of the Art Reviews

Androgyny consists of the integration of relatively large numbers of both feminine and masculine sex-stereotyped characteristics. The androgynous person is viewed as a more adaptable individual. Several researchers have studied this androgyny-equals-adaptability'' hypothesis set forth by Bem (1974). Examination of this data yields a phenomenon labeled masculine supremacy effect'': masculine characteristics are related, particularly in correlational studies using pencil-and-paper measures, to adaptability, adjustment, and self-esteem within either gender. Feminine characteristics do not seem to be strongly related to these same variables. There are several potential explanations for the masculine supremacy effect.'' Recommendations for future research in androgyny include: (1) an examination of factorial commonalities in prominently used scales; (2) a conceptualization of androgyny to permit its assessment on an interval scale; (3) research on the relationships between androgyny and intelligence; (4) research on the development of androgyny; (5) an examination of negatively valued traits; and (6) the development of an effective teaching approach to androgyny. (Author/NRB)

ED 186 826 CG 014 422

Erpenbach, William J., Ed.

Guidelines for Pupil Services. Volume 17, Number 2, Fall 1979.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Report No.-WSDPI-Bull-0225

Pub Date-79

Note-24p.

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anthologies, Career Counseling, Communication Skills, Curriculum Development, Disabilities, *Health Services, Individual Counseling, *Mental Disorders, *School Guidance, *Teacher Workshops, Training Methods, *Writing Skills

Identifiers-*Fetal Alcohol Syndrome

This bulletin, published three times annually, reports on promising practices in the pupil services disciplines serving Wisconsin youth, and stimulates professional activity in the pupil service field. This issue includes articles dealing with: (1) a teacher education program in communication skills; (2) a guide to counseling mentally handicapped students; (3) a curriculum for guidance in the elementary school; (4) an evaluation of consumer satisfaction with health services for exceptional children; (5) a discussion of Fetal Alcohol Syndrome as a significant cause of birth defects; and (6) a description of the Wisconsin Writing Project, a group of teachers dedicated to improving the writing skills of their students. Also included are a review of books and resource materials, staff news, and guidelines for authors. (Author/NRB)

ED 186 827 CG 014 423

Diamond, Esther E.

Sex-Atypical Interests and Inferred Values of Ns of One.

Pub Date-Apr 80

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Androgyny, *Career Counseling, *Interest Inventories, Nontraditional Occupations, *Occupational Tests, Personality Traits, Profiles, *Sex Differences, State of the Art Reviews, *Values, Vocational Interests

Identifiers-*Kuder Occupational Interest Survey

Over the years, the responses of men and women to interest inventories have shown large differences that, in the interests of sex-fairness, have necessitated separate scales and norms for empirically built inventories. The degree of overlap between scores on male- and female-normed scales quickly identifies the individual with sex-typical or sex-atypical interests. The Kuder Occupational Interest Survey (KOIS) Report of Scores makes it possible to easily identify overlapping scores, since scores are ranked separately by norm group in a side-by-side arrangement. A number of criterion group profiles and of individual representative sex-typical and sex-atypical profiles illustrate the relation between interests and values. This relation and the implications of overlapping and nonoverlapping scores are important issues in career counseling. (Author)

ED 186 828 CG 014 424

Leslie, Robert C.

Counseling Across Cultures. UMHE Monograph Series, Number 5.

United Ministries in Higher Education in New York, Inc., N.Y.

Pub Date-Jun 79

Note-24p.

Available from-UME, c/o Educational Ministries, ABC, Valley Forge, PA 19481 ($1.00).

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Beliefs, Biculturalism, Black Culture, Chinese Americans, *Chinese Culture, *Counseling, *Cross Cultural Studies, *Cultural Differences, Japanese Americans, *Marriage Counseling, Mexican Americans, *Minority Groups, State of the Art Reviews

Counseling across cultures can present many problems for the White American counselor. It is important that the counselor understand the subculture in order to meet the needs of minority clients. In dealing with Black Americans, the counselor must consider issues of racism and religion. When working with Mexican-Americans, the counselor must often deal with language difficulties, a client's macho self-image, and the counselor's own class-bound orientation and feeling of superiority. Shame and order present various implications when counseling Japanese-American Counseling of Chinese-Americans must involve an understanding of family ties. Marriage counseling among the Chinese calls for consideration of many distinguishing characteristics of Chinese culture: moderation, place, family, saving face, and spirits and religion. Case studies of marriage counseling with the Chinese illustrate various problem areas in which cultural attitudes play a major role: (1) interdependence versus individualism; (2) the role of the mother-in-law; (3) attitudes toward sex; (4) infidelity; (5) the practice of adopting out children; and (6) beliefs in spells and folk religion. There are striking differences in how such problems are viewed by Eastern and Western cultures. (NRB)

ED 186 829 CG 014 425

Sengstock, Mary C. Liang, Jersey

Attitudes of the Elderly toward the American Legal System.

Wayne State Univ., Detroit, Mich.

Spons Agency-American Association of Retired Persons, Washington, D.C.; National Retired Teachers Association, Washington, D.C.

Pub Date-Nov 79

Note-31p.; Paper presented at the Annual Scientific Meeting of the American Gerontological Association 32nd, Washington, DC, November 25-29, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Court Litigation, *Crime, Individual Characteristics, *Justice, Legal Responsibility, *Older Adults, Opinions, *Social Attitudes, State of the Art Reviews, Voluntary Agencies

Identifiers-*Capital Punishment, *Victims

Courts have been set up primarily to deal with offenders and may not be responsive to the needs of victims of crime. Most research on the relationship of crime victims and courts focuses on the effects of victim characteristics upon the disposition of cases by the courts, the reactions which victims have had to their experiences with the law and courts, and proposed programs of assistance for victims. In order for advocacy programs for elderly victims to be effective, more information about the court problems of the elderly is needed. Three measures of attitudes toward the legal system appeared in the General Social Surveys conducted by the National Opinion Research Center (1972-1977): (1) belief that court sentences are not harsh enough; (2) belief that national expenditures to halt crime are insufficient; and (3) attitudes toward capital punishment. In general, older respondents favored harsher courts and capital punishment. Data on elderly attitudes toward expenditures was inconclusive. Factors other than age affecting respondents' attitudes are race, sex, marital status, family income, education, and size of city in which respondents lived. A study of the attitudes of elderly victims and non-victims showed no significant differences in their approval of defendants' rights. (Author/NRB)

ED 186 830 CG 014 427

Evertts, Jeanne, Ed.

School Social Work Journal. Illinois Association of School Social Workers. Volume 3, Number 2, Spring 1979.

Illinois Association of School Social Workers, Northlake.

Pub Date-79

Note-72p.

Available from-School Social Work Journal, Box 2072, Northlake, IL 60164 ($6.00 per year)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescents, *Attendance, Black Youth, Elementary Secondary Education, *Group Dynamics, *Interpersonal Competence, Models, Periodicals, Physical Disabilities, *School Social Workers, *Self Concept

Identifiers-*School Age Parents

This journal for school social work practitioners attempts to provide new perspectives on practice issues, to share innovative approaches to problem solving, and to present new and applicable methods of intervention. This issue includes articles on: (1) an in-school program for adolescent parents; (2) group process and black adolescent identity crisis; (3) self-concept confusion in the physically different child; and (4) inservice programs for children to increase their awareness of hearing impairment. Additional articles focus on an evaluation model for school social work programs, comparisons of attending and non-attending junior high school students, and a social awareness group for girls to improve their self-concept. The journal also features book and film reviews relevant to school social work. (NRB)

ED 186 831 CG 014 428

Yager, Geoffrey G.

Interinstitutional Research in Counselor Training: An Experiential Model.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Programs, Counselor Educators, *Counselor Training, *Experiential Learning, *Institutional Cooperation, Interpersonal Relationship, *Interprofessional Relationship, Models, Researchers, *Research Methodology, Teamwork

This paper explores the value of collaborative research models in counselor training research. The focus is on a model that encourages interinstitutional collaborative research efforts, in which colleagues are brought together without a detailed purpose to generate and share research ideas. Several fundamental components of an effective experiential research team include: (1) researchers with a sufficiently similar point of view; (2) members with a variety of established skills; (3) a specified task to be accomplished; (4) a team of 4-10 members; (5) members with a commitment to the research effort and the ability to practice self-control; and (6) well-planned team research meetings. A discussion of the relative strengths and weaknesses of the model concludes the paper. (Author)

ED 186 832 CG 014 429

Sunshine, Phyllis M. And Others

Guidance Programs in Maryland: Utilization of Research Results by a Board Appointed Task Force.

Pub Date-80
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Counselor Evaluation, Counselor Role, Elementary Secondary Education, Evaluation Methods, *Guidance Objectives, *Guidance Programs, *Needs Assessment, Research Utilization, School Community Relationship, School Counselors, *School Guidance, State Surveys, Student Development, *Student Needs
Identifiers-*Maryland

In response to concerns about the role of the school counselor in guidance programs, the Maryland State Board of Education appointed a one-year task force to study the guidance programs in Maryland schools and to make recommendations for program improvement. The responsibilities of the task force were to: (1) establish state goals and objectives for guidance programs; (2) examine guidance personnel roles; (3) evaluate counselor knowledge and skills; (4) establish the elements of a good'' guidance program; and (5) determine a methodology for evaluating school guidance programs. The task force assessed the guidance needs of students and translated those needs with the help of

factor analyses into guidance goals and objectives, and surveyed the school community's perception of current and future guidance personnel and program requirements necessary for meeting the goals and objectives. The findings provided a basis for establishing a set of recommendations for future guidance programs within Maryland. Also developed was a state plan for guidance which included state, local school system, and individual school activities to be followed for the next five years. (Author)

ED 186 833 CG 014 430

Stimac, Michele

From Empathy to Kenepathy.

Pub Date-7 Apr 79

Note-17p.; Paper presented at the Annual Convention of the National Association for Women Deans, Administrators, and Counselors (63rd, Washington, DC, April 4-7, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Cognitive Style, Communication Skills, Counseling Techniques, *Counselor Training, *Empathy, *Humanistic Education, *Human Relations, Interpersonal Competence, Laboratory Training, *Listening Skills, State of the Art Reviews, Training Methods

Identifiers-*Kenepathy

Laboratory method defines empathy colloquially as the ability to get into another person's shoes,'' yet very often, empathy training concentrates only on understanding another's feelings. Empathy training should go beyond the ability to understand feelings. Kenepathy is a term which has been coined to broaden the accepted application of 'empathy,' expanding it to include feelings, experience, ideas, prejudices, and other cognitive data. Trainees asked to kenepathize are called upon to grasp the multiple forces in a person'a life space and come closer to a real understanding of what that person is trying to communicate. (Author)

ED 186 834 CG 014 432

Baruch, Grace K. Barnett, Rosalind C.

If the Study of Midlife Had Begun with Women.

Wellesley Coll., Mass. Center for Research on Women.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 79
Grant-BNS-77-26756
Note-15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Psychology, Economic Status, Employment Level, Family Relationship, *Females, Feminism, *Individual Development, Individual Power, Marital Status, *Maturity (Individuals), Research Projects, *Self Esteem, Sex Differences, *Social Change
Identifiers-Levinson (Daniel), *Midlife

Major themes from an ongoing study of women in midlife were identified using data from interviews with 60 women 35 to 55 who vary in family status; never-married, married/childless, married with children and work status (working in high, medium, or low-prestige occupations or at home). Interviews focused on issues, rewards, and concerns. There were variations rather than commonalities in the developmental tasks women faced in midlife. The most frequent theme was the desire to devote increased attention to the self in contrast to the devotion to others characteristic of earlier years. Most women vaguely assumed that a love attachment to a man, rather than to a career or mentor, would shape their adult life. Exceptions to this pattern were those women whose mothers had been the major economic provider. Many women regretted their failure to develop an identity as worker in the adult world. The image of midlife and retrospective reports of earlier stages of adult development are contrasted with Levinson's work on men. (Author)

ED 186 835 CG 014 433

Medick, Jean M.

Effective Classroom Strategies for Three Problem Behaviors: Hostile-Aggressive, Passive-Aggressive, and Withdrawn Failure-Image. Occasional Paper No. 30.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-76-0073
Note-213p.
Available from-Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($8.75)
Pub Type- Reports - General (140) - Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Aggression, *Behavior Problems, Case Studies, Child Responsibility, Classroom Techniques, Emotional Disturbances, *Hostility, Intermediate Grades, *Problem Children, Program Descriptions, Self Concept, *Student Teacher Relationship, Teacher Role, *Withdrawal (Psychology)

This guide involves a synthesis of three inservice models (Glasser's Reality Therapy, Gordon's Teacher Effectiveness Training, and Focus) with the author's knowledge of and experiences with teaching to develop an effective classroom strategy for helping students. This guide concentrates on strategies for dealing with three problem behaviors: hostile-aggressive, passive-aggressive, and withdrawn failure image. Strategies include: (1) holding democratic classroom meetings to set up classroom rules, and consistently enforcing them; (2) establishing friendly, caring relationships; and (3) insisting that children ``own'' their problems. Children are viewed as individuals who are capable of solving their own problems, learning, and helping each other to learn. Each problem behavior is described with its causes and step-by-step plans for resolution. Several case studies are included. (Author/NRB)

ED 186 836 CG 014 434

Schurian, Walter Lee, Mickey M.

Moral Desperation in Adolescence.

Pub Date-Feb 80
Note-9p.; Paper presented at the Annual International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescent Development, *Adolescents, Affective Behavior, Behavioral Science Research, Cognitive Processes, *Developmental Stages, Foreign Countries, *Moral Development, Research Projects, *Social Adjustment, Social Class
Identifiers-*Desperation, *West Germany (Munster)

Moral desperation has traditionally been defined as an individual's lack of social adjustment patterns in regard to his/her particular stage of cognitive development. Based on the assumption that the overall behavior patterns of adolescents differ in different social class settings, moral desperation was hypothesized to be a complex, multidimensional entity rather than a monotheoretical concept. College students (N 40) were given a series of tests to assess the behavioral complexity of moral desperation. Results indicated that the emotional component of each individual perception was very strong and multidimensional, suggesting that adolescent moral desperation should be viewed from a perspective broader than the cognitive dimension. (Author)

ED 186 837 CG 014 435

Tough, Allen

Intentional Change Interview Schedule.

Pub Date-Mar 80
Note-14p.; For related document see ED 167 385. Supplement may film marginally.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change, *Decision Making, Individual Development, *Individual Power, *Interviews, *Locus of Control, Questioning Techniques, Responsibility, *Self Determination
Identifiers-*Intention

This interview schedule was designed to be used by researchers replicating the study. The Largest Intentional Change During the Past Two Years'' (ED 167 885). It consists of a series of questions which focus on the decision to make a change, the process involved, and the significance of the change. The schedule includes preliminary notes for the interviewer, step-by-step interviewer instructions and script, necessary forms, and supplementary questions. (NRB)

CS

ED 186 838 CS 005 246

Gillet, Jean Wallace

Pedagogical Implications of Concept of Word Research.

Pub Date-79
Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, Concept Teaching, Early Childhood Education, Educational Research, Language Arts, *Language Research, Morphemes, *Reading Readiness, Spelling, Teaching Methods, Verbal Development, *Word Recognition, *Writing Skills, *Young Children
Identifiers-*Metalinguistics

Three recent studies have focused upon prereading children's concepts of written language, what they think words are, and how they understand the concept of a word. These explorations of young children's early attempts to understand and produce writing have important implications for the preschool and primary classroom. R. D. Morris found that first graders' concepts of a word in print as a bound configuration was related to their phoneme segmentation ability and to success in beginning to read. Based on these findings, a teacher could recite the lines of simple rhymes while pointing to the words and then ask children individually to point to the words as the rhyme is recited. It can be assumed that the child who cannot make the speech-to-print match after memorizing the rhyme does not yet possess the conceptual frame for reading. M. J. Kita explored prereaders' concepts of the purposes for reading and writing. She found that children have a better grasp of the purposes for writing than of the purposes for reading, indicating that early writing experience eases children into beginning reading. C. A. Temple related the strategies of young English speaking spellers to those of children speaking Spanish and found the same types of systematic misspellings, in spite of the regularity of Spanish phonology. This finding suggests that teachers should view children's invented spellings as positive attempts to represent speech rather than as errors. (MKM)

ED 186 839 CS 005 378

Hansen, Jane Pearson, P. David

The Effects of Inference Training and Practice on Young Children's Comprehension. Technical Report No. 166.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-400-76-0116
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Processes, Comparative Analysis, *Content Area Reading, Critical Reading, Grade 2, *Inquiry, *Logical Thinking, Primary Education, *Questioning Techniques, *Reading Comprehension, Reading Instruction, *Reading Research, Teaching Methods
Identifiers-*Center for the Study of Reading IL

The effects of various questioning strategies on reading comprehension were tested. The subjects, 24 second grade students reading at or slightly above their grade level, were divided into three instructional groups. The strategy group focused on integrating textual material with prior knowledge. The question group got a steady diet of inferential questions. The control group received a traditional mix of literal/inferential probes (about a four to one ratio). In general, posttest ANOVA and pre/posttest ANCOVA supported all five of the study's hypotheses: (1) helping children make connections between what they already knew and what was in a text increased the likelihood that they would draw inferences spontaneously; (2) giving children practice in answering inference questions also tended to enhance their ability and inclination to do so spontaneously; (3) students trained in an inferencing set, whether by suggestion or sheer practice, processed explicit messages from the text better than students who focused on those messages; (4) treatment effects appeared to be subject to a prior-knowledge filter; and (5) growth in inferencing ability did not necessarily overcome the inherent advantage typically attributed to literal questions. Although the design of the study was not ideal and the data supported some hypotheses to a greater degree than others, it was concluded that instruction and practice in making inferences had direct consequences on children's reading comprehension. (RL)

ED 186 840 CS 005 395

Comprehensive Evaluation of the Reading Enrichment/Achievement Demonstration Project (READ). Final Report, SY 1978-79.

Contemporary Associates, Inc., Washington, D.C.

Spons Agency-District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date- 79

Contract-0428-AA-NS-0-9-GA

Note-66p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Affective Objectives, Educational Objectives, Elementary Secondary Education, *Measurement Techniques, *Phonics, *Program Evaluation, Questionnaires, *Reading Programs, *Teacher Education

Identifiers-*Project READ, *Weiss Phonic Linguistic Method

This report presents a comprehensive evaluation of the Reading Enrichment/Achievement Demonstration (READ) Project after its third year of operation in the Washington, D. C., public schools. Separate chapters (1) explain the highly structured Weiss Phonic-Linguistic Method on which the project is based; (2) describe the program objectives and program design noting the emphasis on the training of teachers in the Weiss Method; (3) outline the evaluation design used to measure the extent to which the objectives of the READ program were accomplished; (4) analyze the evaluation findings regarding academic and affective objectives for students, as well as teachers' opinions and use of the Weiss Method; (5) point to evidences of effectiveness; and (6) present conclusions in narrative and tabular form, noting that the majority of affective objectives and a smaller proportion of the cognitive objectives were met through the program. Appendixes provide enrollment statistics for teachers participating in Weiss training sessions and present the following instruments used in the program evaluation: the staff interview instrument designed to collect information on program activities; the classroom observation instrument; the questionnaire used to determine the extent, impact, and usefulness of teachers' training in the Weiss Method; the parent questionnaire; and a questionnaire administered to teachers using the Weiss Method exclusively. (GT)

ED 186 841 CS 005 396

Success in Reading and Writing'' Pilot Project, Second Semester, School Year 1978-79. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-Feb 80
Note-84p.; A few pages in the appendixes will not reproduce clearly because of small print.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Primary Education, Program Descriptions, *Program Evaluation, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Research, Reading Skills, *Writing Instruction, Writing Skills
Identifiers-*Right to Read

The intent of this evaluation report is to provide information obtained from a study of the Success in Reading and Writing Program pilot project initiated in the Washington, D. C. public schools in 1978-79. The first chapter of the report describes the Success in Reading and Writing Program, its goals and objectives, and the pilot project; states the purpose of the evaluation study; and provides information pertaining to the population of the six schools and 18 classes involved in the pilot project. The second chapter offers a discussion of the evaluation design, including the objectives of the evaluation, instrumentation, analysis of data, and the design limitations. The third, fourth, and fifth chapters present the findings, conclusions, and recommendations of the study. Nine appendixes contain examples of one-day programs for grades one, two, and three; examples of instruments used in the study; statements by participating teachers concerning advantages and disadvantages of the Success in Reading and Writing Program; and data obtained from an observational checklist. (FL)

ED 186 842 CS 005 397

Pace, Ann Jaffe

Metacomprehension and School-Aged Children's Reading: An Overview.

Pub Date-79
Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Elementary School Students, *Reading Comprehension, *Reading Research, *Reading Skills, *Self Evaluation (Individuals)
Identifiers-*Metacomprehension

Several research studies were reviewed to formulate a definition of metacomprehension in elementary school children. Although much additional research is needed, the one conclusion evident from the review is that metacomprehension is not a unitary phenomenon. It encompasses several kinds of abilities and degrees of awareness that may appear at different ages and interact with various task demands and situations; so it may manifest itself in certain circumstances but not in others. Younger elementary school children do not seem to utilize spontaneously the many options they have available for improving their comprehension. Studies have shown how various manipulations can be employed to increase the possibility that children will attend to significant features of texts, indicating that instructional procedures can be developed to train students to become more sensitive to their own comprehension. (RL)

ED 186 843 CS 005 404

Partridge, Susan

The Neurological-Impress Method of Teaching Reading.

Pub Date- 79

Note-13p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Diagnostic Teaching, *Listening Skills, Literature Reviews, Oral Reading, *Reading Difficulties, Reading Improvement, Reading Instruction, *Reading Research, *Remedial Reading, Sight Method, *Teaching Methods

Identifiers-*Neurological Impress Method, *Reading While Listening

In the neurological impress method the teacher sits slightly behind the child, a book is held jointly, and the teacher and child read aloud simultaneously with the teacher directing his/her voice into the child's ear as the child slides a finger along each line following the words as they are spoken. No attempt is made to teach sourds or word recognition skills or to question the child about the material read. The session is to be pleasant and not fatiguing. The method was first discussed by R. G. Heckelman in the 1960s and is similar to the Prime-O-Tec method developed by W. C. Jordan in that period. P. M. Hollingsworth adapted the technique for use with a multi-channel wireless language system where a tape is played and 10 children are able to read and follow along at once. Results of experiments with the neurological impress method, involving teachers, tutors and the wireless system, have been mixed. Subjective evidence offered by teachers involved with research studies on using the method is usually favorable. Heckelman believes that the method is one way of breaking word calling and gaining fluency in reading. A review of the studies on the neurological impress method suggests that more research on the technique is needed with special consideration given to selecting preferred treatment for individual students. (MKM)

ED 186 844 CS 005 408

McCracken, Marlene J. McCracken, Robert A.

Teaching Reading through Children's Books, Poetry, and Song.

Pub Date-17 May 80

Note-17p.; Paper presented at the Reading/Language Arts Conference (Lawrenceville, NJ, May 17, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Childrens Literature, Language Acquisition, *Language Arts, Music Activities, *Poetry, Primary Education, Reading Instruction, Reading Readiness, Teaching Methods, *Writing (Composition), Writing Exercises

Identifiers-*Songs

An approach to teaching reading and writing through the use of children's books, poetry, and songs are described. It is suggested that reading be taught by presenting in chart form the words that already have been remembered orally in song, rhyme, or story, such as Polly Put the Kettle On'' or sections from the Little Red Hen.'' In this approach, words are put on cards; sentence patterns are supplied by substituting words in familiar rhymes or stories; and oral discussion is used to develop comprehension. The premise of the approach is that children can write easily if they have ideas that are related to each other, words to express the ideas, some pattern or form to follow, and the skill to write the word. (MKM)

ED 186 845 CS 005 409

Klein, Marvin

The Development and Use of Sentence Combining in the Reading Program.

Pub Date-May 80

Note-32p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Instructional Materials, *Reading Comprehension, *Reading Instruction, *Sentence Combining, *Teaching Methods, *Writing Exercises, Writing Instruction, *Writing Skills

This paper shows how to integrate reading comprehension instruction and writing instruction through the use of sentence combining the act of combining several short sentences that have been derived by transformational analysis from longer ones. Suggestions are offered to guide teachers through the necessary steps for designing appropriate

sentence combining activities. The three sections of the paper present a definition and description of sentence combining; a procedure for production of sentence combining sets with examples that can serve as models, including closed and open varieties of exercises; and a number of suggestions for using the materials. (MKM)

ED 186 846 CS 005 413

Johnson, Dale D. And Others

A New Approach to the Assessment of Phonics Skills.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-532

Pub Date-Dec 79

Grant-OB-NIE-G-80-0117

Note-99p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Beginning Reading, Elementary Education, Error Patterns, *Phonics, Primary Education, *Reading Diagnosis, *Reading Research, *Reading Tests, *Test Construction, Test Items

Work on the development of a phonics test that will be incorporated into a total word identification test battery has continued for several years. A prototype of the test was developed in winter 1977, and a revised version was administered in spring 1978. Analysis of this test data revealed several problems, and new criteria for the test were established. After a survey of the phonics components of nine popularly used diagnostic and achievement tests was conducted, a new test was designed to meet the new criteria. The new test assesses 45 different spelling-to-sound correspondences in 141 items and is comprised of two subtests on consonants and vowels. The subtests have been administered separately to small groups of students. Interesting patterns were noticed in the errors of students on the vowels subtest. Plans are being made to further revise the phonics test by increasing the number of letter-sound correspondences, and the test will be administered to younger students. (Author/MKM)

ED 186 847 CS 005 415

Levin, Joel R.
On Functions of Pictures in Prose.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-Theor Pap-80

Pub Date-Dec 79
Grant-OB-NIE-G-80-0117
Note-52p.
Pub Type- Reports - Research (143) - Information Analyses (070) - Non-Print Media (100)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Research, Elementary Education, *Illustrations, *Memorization, *Pictorial Stimuli, Prose, Reading Comprehension, *Reading Research, *Recall (Psychology), *Visualization
Identifiers-*Prose Learning

A review of the literature on the function of pictures in prose learning indicates that visual illustrations are helpful to children's learning, but that visual imagery has inconsistent effects on prose learning, although it seems to have potential for assisting those with adequate word recognition but low comprehension. A conceptual framework has been hypothesized in order to reevaluate existing research and to permit a formal distinction among the several functions that prose-learning pictures likely serve. The functions hypothesized are decoration, remuneration, motivation, reiteration, representation, organization, interpretation, and transformation. Two of these functions, the representation function and the transformation function, have proved useful in differentiating between the magnitude and consistency of picture effects that can be anticipated from one prose-learning study to the next. The framework can prove helpful in identifying the kinds of variables that need to be controlled for when looking for pictures in prose effects, as well as the kind of research that still needs to be conducted to isolate the contributions of specific picture components. (MKM)

ED 186 848 CS 005 424

Davison, Alice

Linguistics and the Measurement of Syntactic Complexity. The Case of Raising.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-UICSR-TR-173
Pub Date-May 80
Contract-400-76-0116
Note-60p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Difficulty Level, Discourse Analysis, Language Processing, Language Styles, *Linguistic Difficulty (Inherent), Nouns, Readability, *Sentence Structure, *Structural Linguistics, Syntax, *Transformational Generative Grammar

Identifiers-*Center for the Study of Reading IL

One factor that contributes to the difficulty that a reader may encounter when reading a text is the syntactic complexity of the constructions used in the text. Examples of altered text constructions include the transformations of subjects of subordinate clauses, making them either the subjects or the objects of main clauses. When the conditions for such raising to object'' or raising to subject'' are examined, it is found that there are really just a small number of factors involved. For example, the noun phrase that is raised must be perceived as a good discourse topic in the discourse context where the sentence occurs. Differences of meaning among the variant forms can be accounted for as inferences from different surface structures. Extra inferred meanings are conveyed by the structures that are more complex to process according to absolute measurements of syntactic complexity. Syntactic complexity, however, is not an absolute value, because it may vary with discourse context and the function of the construction in discourse. An understanding of the relation between syntactic complexity and discourse function allows a writer to use more complex constructions without increasing text difficulty for the reader. (Author/RL)

ED 186 849 CS 005 426

MacLean, Margaret MacLean, Michael J.

Phase II of Reading and the Elderly: Towards a Conceptual Model of Value of Reading.

Pub Date- 79
Note-15p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Individual Needs, Literature Appreciation, Literature Reviews, *Older Adults, *Psychological Needs, *Reading Attitudes, *Reading Habits, Reading Interests, *Reading Research, *Research Needs, Research Problems, Values

For the most part, research into the reading activities of elderly readers has focused on three areas amount of time spent reading, reading preferences, and psychological benefits of reading and has yielded inconsistent results. The data from reading time research both supports and refutes the claim that reading is less prevalent among older than among younger people, although the implicit general conclusion of this research appears to be that reading is a popular leisure activity for the elderly. Reading preference research suggests that the reading preferences of older readers are totally individualistic. Finally, while researchers have made claims for the psychological benefits of reading for the elderly, such claims do not appear to be supported by empirical research. Further research should focus on defining more clearly the relationship between reading and psychological benefits. Perhaps researchers could gain more critical insights into the benefits of reading for the elderly by investigating the concept of value of reading, based on the interaction between time spent reading and the importance and enjoyment of reading for the individual. The concept of value of reading has implications for the development of reading programs based on individual differences and for investigations of the social and psychological processes that influence the elderly reader. (GT)

ED 186 850 CS 005 427

Barthe, Charles L.

Program for Academically Talented Students.

Pub Date-May 80
Note-9p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ability Identification, *Academically Gifted, *Acceleration, Critical Reading, *Critical Thinking, Elementary Education, Intermediate Grades, Program Descriptions, *Reading Teachers, Secondary Education

The elementary program for gifted and talented students in Willingboro, New Jersey, is called the Program for Academically Talented Students (PATS) and is in its third year of operation. The program is administered by the supervisor of reading/language arts and is taught by each of the ten building reading specialists who received special training through inservice programs. Nearly six percent of the students in grades four through six participate. Eligible fourth, fifth, and sixth grade students meet with the reading teacher for approximately two hours per week. Emphasis is on the process skills of critical, evaluative, and creative thinking and many self-directed learning projects are included. The needs of the gifted and talented students at the middle and high school levels in the district are met through an acceleration program in the following major subject areas: mathematics, science, social studies, English, and foreign languages. Students for programs at all levels are selected if they meet two of the following criteria: (1) An IQ of at least 130, (2) a 95% ranking on a standardized achievement test in the areas of math or reading, (3) an above grade level placement in reading or mathematics, and (4) teacher recommendation by completion of Renzulli's Scale for Rating Behavioral Characteristics of Superior Students. (MKM)

ED 186 851 CS 005 429

Fletcher, Lynn
Remedial Study Skills/Study Habits Program.

Pub Date-Apr 80
Note-22p.; Paper presented at the Annual Meeting of the Massachusetts Reading Association (11th, Worcester, MA, April 10-11, 1980). Best copy available.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Area Reading, Middle Schools, Program Descriptions, *Reading Programs, Remedial Programs, Remedial Reading, Secondary Education, *Study Habits, *Study Skills, Teaching Methods

A program for improving study habits and study skills of middle school students was developed. Students were selected to participate in the remedial study skills/study habits program if they were receiving grades below D in two or more academic subjects and if they evidenced average reading development or achievement. The students were tutored by the remedial reading specialist in groups of no more than 10 students for one 45-minute program session per week over an eight-month period. Topics covered in the sessions included keeping a notebook and assignment book, making and using a schedule for study at home, outlining and taking notes on reading material from the content areas, taking notes in class, the SQ3R study method, reference skills, and research reports. Evaluation of the project will be made by comparing the improvement of the students' content area grades wtih the grades of students who would have been selected if the program had existed the year before. (MKM)

ED 186 852 CS 005 431

Singh, Mary C. And Others

Using the Typewriter to Improve Reading and Spelling.

Pub Date- 7[illegible]

Note-11p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, Children, Developmental Programs, *Educational Media, Elementary Education, Instructional Materials, Low Achievement, Perceptual Development, *Reading Improvement, Reading Research, *Remedial Instruction, *Spelling, *Spelling Instruction, Teaching Methods, *Typewriting

The purpose of this research was to determine whether student achievement in reading and spelling could be improved by using a typewriting instructional technique rather than a handwriting technique. The subjects were 23 second, third, and fourth grade students who scored significantly below the norms on segments of the Illinois Test of Psycholinguistic Abilities. These experimental subjects were required to type selected words daily, while a match-paired control group practiced the same words by handwriting. After 14 days of instruction, both groups took the California Achievement Tests, providing scores for reading comprehension, reading vocabulary, and spelling. The results indicated that the students improved significantly more in all three areas when they were given the experience of typing rather than handwriting the words. Neither the main effect due to grade level nor the interaction between grade level and achievement was significant. It was suggested that structured learning through aids such as the typewriter provided some remedial children with a useful orientation to the task. (Author/RL)

ED 186 853 CS 005 432

McIntyre, Virgie M.

Strategies and Activities to Build and Expand Vocabulary in Content Materials.

Pub Date- 80

Note-11p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities, *Content Area Reading, Context Clues, Elementary Education, *Language Acquisition, Language Usage, Learning Activities, *Student Motivation, Teaching Methods, *Vocabulary Development, *Vocabulary Skills, *Word Study Skills

Since the mastery of any subject matter depends on learning its key concepts its language content area teachers should use innovative vocabulary development exercises to help their students master the language of the subject area. Teachers should try to coordinate vocabulary study with other learning tasks instead of depending on dull, artificial word drills. Vocabulary development activities should stimulate each student's natural curiosity; they also need to be structured yet varied, reflecting different student needs and learning styles. Some potentially helpful activities include building language trees'' and rainbows of words,'' using the letters of students' names to generate new words, focusing on parts of words to expand word power from one content area to another, applying word identification skills to a name hunt'' game, matching words with their definitions and with examples of the use in context, and answering questions about jobs to learn occupational nouns. (A list of 55 techniques for teaching words is attached.) (RL)

ED 186 854 CS 005 433

Rakes, Thomas A. McWilliams, Lana J.

A Comparison of Performance on Cloze Tests, Group Reading Inventories and Standardized Reading Achievement in Grades Seven, Eight and Nine.

Pub Date-Nov 79

Note-22p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cloze Procedure, Comparative Analysis, *Content Area Reading, *Informal Reading Inventories, Junior High Schools, Reading Ability, *Reading Achievement, *Reading Diagnosis, Reading Research, Reading Skills, Social Studies, Standardized Tests

A random sample of 300 seventh, eighth, and ninth grade students participated in a comparative study of performance on social studies cloze tests, social studies group reading inventories (GRI), and a popular standardized test (Gates-MacGinitie Reading Tests, Survey E). It was found that cloze tests and GRIs constructed from social studies content differentiated instructional/independent level readers from frustration level readers. The cloze tests and GRIs appeared to measure different reading skills. The data also indicated that readers' performance on cloze tests and GRIs was significantly different from performance on a group standardized test, such as the Gates-MacGinitie test. It was concluded that teachers concerned with student textbook reading ability might try using informal types of reading assessment in addition to standardized reading achievement tests. (Au[illegible]/RL)

ED 186 855 CS 005 434

Bowden, Nancy Butler Lane, Wilson H.

A Study of Fourth Grade Students' Reading Comprehension Measures in Short and Long Passages of an Informal Reading Inventory.

Pub Date-79

Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Grade 4, *Informal Reading Inventories, *Reading Achievement, *Reading Comprehension, *Reading Diagnosis, *Reading Research, Testing Problems, *Test Reliability

The reliability of short versus long passages in informal reading inventories was compared. After 132 fourth grade students were tested with the Standard Reading Inventory, Form B, they read longer passages in either the oral or silent modes. Students with higher silent reading scores read long passages orally, while students with higher oral reading scores or comparable oral/silent reading scores read long passages in the silent mode. The results suggested that the 70% criterion normally used with short passages inadequately predicted reading levels for the longer selections. The increased difficulty of long passages was evident by the marked decreases in comprehension scores. Students with better comprehension scores in either the short-silent or short-oral modes appeared to be frustrated by the longer reading materials. The students with comparable oral/silent reading levels in the short passages showed significantly different scores on the long passages, suggesting that the increased difficulty of long passages inhibited their comprehension considerably. Since the long passages appeared to be more difficult than short passages at the same levels, it was suggested that the trend toward using more lenient interpretation criteria in informal reading inventories might be based on false assumptions. (RL)

ED 186 856 CS 005 435

Winter, Judith

A Content Analysis of a Commercial Television Network to Determine Social-Cultural Conditioning towards Reading and Writing.

Pub Date-May 80

Note-54p.; M.A. Thesis, Kean College

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Characterization, Childhood Attitudes, Children, *Childrens Television, Content Analysis, Cultural Influences, Elementary Education, Negative Attitudes, *Programing (Broadcast), Reading, *Reading Attitudes, Reading Improvement, *Television Research, Television Viewing, *Writing (Composition)

Identifiers-*Media Effects

Three weeks of programing on a major television network during probable children's viewing times was subjected to content analysis to determine the number and types of reading and writing activities performed by television characters and newscasters. The purposes of this analysis were to discover whether television treats reading and writing as important and essential activities and whether it is conditioning children to regard such activities as important, useful, and enjoyable. The reading and writing activities were recorded and categorized for purpose (pleasurable, functional, and set decoration as when books on a shelf were shown) and initiator (man, woman, child, or group). The results revealed a low number of positive instances of reading and writing activities on the television programs and a low number of positive, pleasurable instances of children's reading and writing activities. The relatively low number of positive instances were of the functional, or job related, nature. Most of the reading and writing activities were performed by men, therefore not providing positive role models for children for these activities. The findings imply that television may be conditioning children not to read or write for enjoyment or for the improvement of those skills. (FL)

ED 186 857 CS 005 436

McMahon, Margaret L.

Development of Skill in Reading-while-Listening.

Pub Date-May 80

Note-22p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Auditory Discrimination, *Discrimination Learning, *Listening Skills, Primary Education, *Reading Rate, *Reading Research, *Reading Skills, Videotape Recordings, Visual Discrimination

Identifiers-*Reading while Listening

First and third grade children's ability to coordinate reading and listening was studied using a mismatch detection'' task. A total of 15 first grade children and 15 third grade children of average to below average reading ability read printed texts while listening to recordings of the same texts, in which extraneous spoken words were occasionally substituted for words appearing on the page. The children were instructed to signal each time they detected a mismatch between what they were reading and what they heard. The data indicated that even the first graders had little difficulty simultaneously extracting information from aural and printed versions of texts recorded at rates slower than that of typical read-along'' tape recordings, but that children in both grades performed poorly at typical read-along'' rates. The results suggest that many primary school children might have difficulty reading along with the audiotapes of books and stories currently available for instructional use. (Author/GT)

ED 186 858 CS 005 437

Langan, Yvette

Readability Levels of First and Second Grade Basal Texts.

Pub Date-Apr 80
Note-26p.; M.A. Thesis, Kean College
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basal Reading, Content Analysis, Grade 1, Grade 2, *Primary Education, *Readability, Reading Instruction, *Reading Materials, Reading Research, *Textbook Evaluation

The Fry Readability Formula was used to determine the readability levels of 12 first and second grade basal texts. These texts were part of the Ginn 360, Ginn 720, and Macmillan Series r'' basal reader series. The results showed that 4 of the 12 books tested did not correspond closely to the publisher's readability levels. The Ginn 720 text for the second half of first grade had readability levels significantly higher than the publisher's data. For the beginning second grade texts, both the Ginn 360 and Ginn 720 texts had readability levels significantly higher than the publisher's data. The Macmillan Series r'' was the only basal series that showed an exact correspondence between the publisher's data and the Fry Readability Formula data. (A survey of research related to first and second grade basal texts' readability levels is included.) (RL)

ED 186 859 CS 005 439

Schmitt, Bette A.

An Evaluation of Three Houghton Mifflin Reading Programs from 1966-1979.

Pub Date-Apr 80

Note-93p.; M.A. Thesis, Kean College

Pub Type- Reports - Evaluative (142) - Dissertations/Theses - Masters Theses (042) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Basal Reading, Beginning Reading, Change, Comparative Analysis, *Program Evaluation, *Program Improvement, *Reading Materials, Reading Material Selection, Reading Research, *Textbook Evaluation

Identifiers-*Houghton Mifflin Reading Programs

Selections from the last three basal reading series produced by the Houghton Mifflin Company were examined to determine what improvements were made. One of the fundamental changes occurring in the 1971 revision (Readers'') was the replacement of grade designations with numerical levels that provided a better match between student and materials. The 1979 revision (Reading Series'') switched from numerical to alphabetic levels, and also showed movement through preprimer levels instead of grouping all preprimers at one level. These 1971 and 1979 revisions reflected more realistic and equitable representation of minority groups, urban living, and a wider span of socioeconomic levels in their content than the 1966 Reading for Meaning Series.'' More than half the 1966 selections were changed to add various literary styles, such as folk tales, jokes, biographies, poetry, and information selections. Interpretive and evaluative-creative questions were added to the predominantly literal types of questions proposed in the 1966 materials, thereby fostering critical and creative reading skills at early levels. More nonbasal words were included in the later revisions, though mastery of these words is not insisted upon. There was also a shift toward earlier instruction in reference and study skills, with application to content related materials. The 1979 revision made allowances for individual differences in ability by alternating instructional and reinforcing materials. (RL)

ED 186 860 CS 005 440

Neuman, Susan B.

The Relationship between Television Viewing and Reading Behavior.

Pub Date-May 80

Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Commercial Television, Educational Media, Literature Reviews, *Reading Achievement, *Reading Instruction, *Reading Interests, *Reading Research, *Television Research, *Television Viewing

The relatively few empirical studies that have concentrated on the relationship between television and children's interest and achievement in reading reflect two schools of thought. One group assumes a negative relationship, hypothesizing that time previously devoted to reading has been replaced by increased television viewing. Research in this area has produced uneven results, though there is hope that more sophisticated measurements and methodologies will ultimately reveal the true interaction between television and reading. The second point of view assumes a positive relationship between the two media and suggests that television can stimulate reading. Proponents of this viewpoint are supported by the general successes of Sesame Street,'' scripting, and teaching critical television viewing skills in language arts classrooms. According to the research that has been examined, utilizing children's interests in media to teach basic skills in the home and the school now appears to be the predominant trend in education at this time. But this trend has raised concerns about giving the television medium more legitimacy than it deserves and about contributing to declines in the emphasis on print and the quality of reading materials. These issues, as yet to be explored in research, need to be examined to determine the extent of commercial television's usefulness as an educational tool. (RL)

ED 186 861　　　　　　　　　　　　　CS 005 441

Spurlin, Joni E. And Others
Text Processing: Effects of Summarization Frequency on Performance.
Pub Date-Apr 80
Note-13p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Comparative Analysis, *Content Area Reading, *Critical Reading, Higher Education, Language Processing,

Reading Comprehension, *Reading Research, *Study Habits, *Study Skills

The effectiveness of different frequencies of summarization during studying and processing prose passages was compared. The 48 college students in the study were equally divided into a control group (normal study techniques), a frequent summarization group that created four noncumulative summaries at equally spaced intervals throughout the passage they read, and an infrequent summarization group that created only two noncumulative summaries. All the subjects read a 2,500 word excerpt from a geology textbook and were tested five days later. Although the frequent summarization group scored higher than the infrequent group when their summaries were analyzed, the infrequent group scored higher on the essays written during posttesting. Two possible explanations for these differences were that the groups engaged in quantitatively and qualitatively different cognitive processing, and that the frequent summarization group spent more time summarizing and less time in actually studying the material than the other groups. The latter explanation was supported when word counts of summaries were compared; the frequent group's mean word count for the summaries was 268.44, compared to a mean word count of 203.38 for the infrequent group. (RL)

ED 186 862 CS 005 445

Sloan, Barbara

Readability Levels of Fourth, Fifth and Sixth Grade Basal Readers.

Pub Date-May 80
Note-30p.; M.A. Thesis, Kean College
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Evaluative (142) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basal Reading, Content Analysis, *Intermediate Grades, *Readability, *Reading Materials, Reading Research, Textbook Evaluation

The Fry Readability Graph was used to determine the validity of the publisher's recommended grade usage for four reading series at the fourth, fifth, and sixth grade levels. Three samples were analyzed from each text, and these results were compared with the publisher's stated grade levels. The majority of the basals investigated had an average readability level commensurate with the publisher's recommended grade level; but there were widespread variabilities in reading levels within each basal text. The research indicated the need for increasing teacher awareness of the variabilities found in basal readers. (A review of related research is included.) (Author/RL)

ED 186 863 CS 005 446

Learning to Read through the Arts.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-17p.
Available from-Title I Children's Program, Learning to Read Through the Arts, P.S. 9, 100 West 84th St., New York, NY 10024 (free of charge while supply lasts)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aesthetic Education, *Art Education, Compensatory Education, *Cultural Education, Cultural Enrichment, Elementary Education, Fine Arts, *Humanities Instruction, Program Descriptions, *Reading Instruction, *Remedial Programs, *Remedial Reading, Validated Programs
Identifiers-Elementary Secondary Education Act Title I, *Learning to Read through the Arts Program, National Diffusion Network Programs

A widely replicated Title I reading-through-the-arts experiential program designed to provide remedial instruction in reading and to promote increased interest in reading and other academic areas is described in this report. Following an overview of the program and a statement of its philosophy, the report provides information about the various components of the program, including staff, reading oriented arts workshops, reading workshops, teacher made materials, field trips and special events, exhibitions of student work, performing arts and film festivals that feature student work, parents' workshops, preservice training for teachers and training materials used, and evaluation procedures and results. Information is also provided concerning replication of the program, dissemination services, and the cultural institutions that assisted in the program. (FL)

ED 186 864 CS 005 447

Waterhouse, Lynn H. And Others

Language Awareness and Reading. IRA Series on the Development of the Reading Process.

International Reading Association, Newark, Del.

Pub Date-80

Note-69p.

Available from-International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Order No. 525, $2.25 member, $3.50 non-member)

Pub Type- Collected Works - Serials (022) - Information Analyses (070) - Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Development, Concept Formation, Developmental Psychology, *Developmental Stages, Early Childhood Education, *Language Acquisition, Language Attitudes, Language Skills, Psycholinguistics, Reading Instruction, *Reading Processes, Reading Research, Reading Skills, Teaching Methods

Identifiers-*Metalinguistics

The relationship between children's language and their knowledge of the various features of their language and their reading is examined from the perspective of several prominent theories about the link between thought and language. The first chapter contrasts features of five significant contemporary theories of language and thought the Russian, Whorfian, Piagetian, psycholinguistic, and semiotic extension theories and shows how each constrains a general model of the reading process and how each suggests various reading pedagogies. The second chapter focuses on the connection between universal competence claims of psycholinguistic theories and the actual language performance of children. The final chapter critically reviews research evidence about the development of a child's awareness of language from the perspective of what level, if any, of linguistic awareness is needed for initial reading. (FL)

ED 186 865 CS 005 448

DeStefano, Johanna S. And Others

Transition into Literacy: An Analysis of Language Behavior during Reading and Writing Instruction in a First Grade Classroom.

Ohio State Univ., Columbus. Mershon Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 80
Grant-G-79-0032
Note-23p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Dialects, Child Language, Cross Cultural Studies, *Cultural Influences, Grade 1, *Language Acquisition, Language Proficiency, *Language Research, Language Skills, *Literacy, *Literacy Education, *Oral Language, Primary Education, Reading Skills, Writing Skills

Language development, including literacy learning (reading and writing) was studied in a first grade classroom in a culture-in-contact situation. The language behavior of three boys one mainstream culture member, another from black inner-city culture, and a third from Appalachian culture and the language of a teacher from mainstream culture were analyzed according to qualitative methods including discourse analysis and analyses of responses in reading groups, responses to procedures such as M. Clay's Concepts About Print Survey,'' and the students' talk about reading and writing in interviews. Preliminary findings indicated that the children had learned many of the rules of classroom discourse, including those used in literacy teaching and learning, and were becoming literate. However, some cultural differences in language interaction and literacy learning were found. The findings suggest that educators need to develop an understanding of language interaction and learning patterns of oral cultures in the United States and that a variety of assessment techniques in reading are needed to measure learning in that area. (Author/FL)

Diehl, William

Counseling and Reading: Historically Considered.

Indiana Univ., Bloomington. School of Education.
Pub Date-Apr 79
Note-60p.; Occasional Papers in Language and Reading.
Available from-Language Education Depts., Room 211, School of Education, Indiana University, Bloomington, IN 47401 ($2.00)
Pub Type- Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Counseling Theories, *Emotional Problems, History, *Psychology, Psychotherapy, *Reading Difficulties, *Reading Processes, *Reading Research, Relationship

This paper argues that assessments of the correlation between emotional problems and reading have been, for the most part, products of particular historical periods and have been influenced by particular psychological theories theories that also influenced education and counseling. The paper first traces the history of research investigations related to the correlation between emotional and reading difficulties, showing that the development of the personality (including emotional factors) has long been linked to reading. Three general psychotherapeutic theories that have had great impact on the question of emotional correlates to reading are then outlined, and research about those correlates, with emphasis on the varying influences of the psychological theories at different times, is examined. (FL)

ED 186 867 CS 005 450

Mikulecky, Larry Diehl, William

Literacy Requirements in Business and Industry.

Indiana Univ., Bloomington. School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0026
Note-63p.
Available from-Reading Research Center, Room 211, School of Education, Indiana University, Bloomington, IN 47401 ($2.50)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, *Business, *Employment Qualifications, Functional Literacy, *Industry, *Job Skills, *Literacy, Literature Reviews, Testing
Identifiers-*Job Literacy

This paper is a summary of existing literature on the literacy requirements of various businesses and industries, including the Federal Government. The findings came from a spring 1979 search for literature on the literacy requirements of various businesses and industries during 1969-1979. The report contains information on the following topics: the search pattern (including indices, descriptors, and data retrieval systems), the legal aspects of using literacy measures, research from the Bureau of National Affairs, a review of job screening tests, a review of general literature on job literacy requirements, telephone interviews (information unavailable in the literature review), Civil Service Commission requirements, specific civilian occupations, research on literacy conducted by the military, trends and patterns, and research on educational processes and demands in the workplace. A list of general references is attached. Two appendixes contain an annotated bibliography of business literacy activites and a list of preemployment tests by industry type. (RL)

ED 186 868 CS 005 452

Diehl, William A.

The Variable and Symbolic Natures of Functional Literacy: An Historical Review and Critique of Research.

Pub Date-Apr 79
Note-108p.; M. A. Thesis, Indiana University
Pub Type- Dissertations/Theses - Masters Theses (042) - Historical Materials (060) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Literacy, Cultural Influences, Educational Philosophy, *Functional Literacy, Functional Reading, *History, *Literacy, *Political Influences, Reading Research, *Reading Tests, *Research Needs, Social Influences
Identifiers-*Job Literacy

The variable nature of literacy is discussed in chapter one of this paper, including problems of arbitrary standards, instruments, and criteria. In the second chapter, some of the historical roots of the concept of literacy are traced both to show how the concept of literacy evolved and to show how literacy has always been closely tied to the spirit of the times. The social, political, and educational uses and abuses of literacy assessment are examined and an attempt is made to place current efforts in a social, political, and educational context, including current assessments of functional literacy. The need to assess actual literacy demands and individuals' abilities to handle those demands is stressed in chapter three. In chapter four, possible instruments to do this type of assessment are proposed for job-related literacy demands and the results of a field-testing of these instruments is presented. (MKM)

ED 186 869 CS 005 454

Miller, Robert

Public Primary Reading Instruction in Mexico.

Pub Date-May 80

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Foreign Countries, *National Programs, Program Descriptions, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Teaching Methods

Identifiers-*Mexico

The Mexican educational system is highly centralized, with all plans, programs, textbooks, curriculum materials, and teacher training programs controlled by the Ministry of Education. Each teacher is required to follow a set program, and enforcement is assured through a corps of inspectors who are responsible for the schools. The official method of reading instruction is the global method with structural analysis. First grade students are taught the sight words for the colors, parts of the face and body, drinks, fruits, and common animals. Word parts are taught by the end of the first grade and the student can read with oral fluency. Second grade skills include inferences, cause, sequence, and principle ideas in the total selection. Study skills using dictionaries, newspapers, encyclopedias, and alphabetical order are introduced in the third grade. Grammar, advanced comprehension, and study skills are the main concerns of the fourth grade. Fifth grade skills focus on interpretation of prose and poetry, analogies, grammar, and study skills. In the sixth grade, vocabulary and oral work center on refinement of the language, and students are expected to learn figurative language, scientific language, and metaphors. They are also expected to read to an audience, comment on stories in the text, and react to stories, prose, and verse. (FL)

ED 186 870 CS 005 455

Zimet, Sara Goodman
Print and Prejudice.
United Kingdom Reading Association.
Pub Date-77
Note-144p.
Available from-Hodder and Stoughton Educational, Mill Road, Dunton Green, Sevenoaks, Kent, England (1.45 pounds Paper)
Pub Type- Books (010) -- Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Attitudes, *Censorship, *Childrens Literature, Comics (Publications), Content Analysis, Educational Research, Elementary Education, Foreign Countries, Influences, Mass Media, Minority Groups, Publishing Industry, *Racial Bias, Reading Achievement, *Reading Materials, *Sex Bias, *Textbook Bias
Identifiers-*Great Britain

To draw the attention of teachers to the many kinds of bias that can be found in print, the 10 chapters of this monograph review a number of studies of ways in which biased texts may affect children's attainments as well as their attitudes. The chapters that comprise Parts One and Two center on the more specific issues that relate to the influence of the printed media on the reader, with the three chapters in Part One examining the nature and extent of this influence on attitudes and the three in Part Two examining its effect on actual reading achievement. Two of the three chapters making up Part Three focus on the political and psychological aspects of the printed media, specfically reporting on the various content analysis studies that expose the bias found in children's literature, comic books, and textbooks, and on additional studies highlighting changes in attitudes resulting from content revisions. The third chapter in this section examines the reactions of people and social institutions in a democratic society to the printed media. This theme is continued in the chapter comprising Part Four, which concentrates on the racial, sexual, and social class content of children's reading materials in Great Britain. (FL)

ED 186 871 CS 005 456

Walker, Carolyn And Others

Academic Tutoring at the Learning Assistance Center, Stanford University.

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education, Learning Laboratories, *Peer Teaching, *Program Administration, Program Descriptions, *Study Skills, *Tutorial Programs, *Tutoring

The Learning Assistance Center's peer tutoring program at Stanford University is described in this paper. Ways are suggested to register students as tutees, match them with tutors, operate tutoring sessions, account for and control tutoring hours, evaluate tutoring performance, and train peer tutors. In this program, tutors are Stanford students who are paid by the college and who agree to take a peer tutor training course that is offered for credit. Appendixes include the forms that the tutoring center uses to administer its program. (MKM)

ED 186 872 CS 005 457

Dochen, Carol Johnson, De

The Last Chance: A Program for Transfer Students with Low GPA's.

Pub Date-Mar 80
Note-12p.; Paper presented at the Annual Meeting of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980).
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Failure, Behavior Patterns, Credit Courses, *Educational Research, Grade Point Average, Higher Education, *High Risk Students, Learning Laboratories, Learning Processes, Performance Contracts, Program Descriptions, Psychology, *Study Habits, *Study Skills, *Transfer Programs, *Transfer Students

Over a period of three years an experimental program was conducted at Southwest Texas State University to help increase the number of successful completions of admission contract conditions by transfer students with low grade point averages. An increase in the number of students successfully meeting the required grade point average of approximately 3.00 on a 5.00 scale during their first semester has changed from 39% in 1976 to 62.9% in 1979. Initially, the program required special academic advising sessions plus individualized work in the learning assistance center. This plan was revised as it was noted that most of the students exhibited few academic skill deficiencies but did have a prolonged history of inappropriate academic behaviors, such as class cutting, procrastination, poor problem solving abilities, and avoidance behaviors. The existing program now provides three options: (1) a three hour elective credit course in psychology that stresses acquisition of learning strategies, (2) individualized study in the learning assistance center lab, and (3) academic improvement groups focusing on academic problem areas. Results indicate that students choosing the credit program have been far more successful in meeting the required grade point average than those choosing the non-credit program. (MKM)

ED 186 873 CS 005 458

Kochinski, Gerald J.
These Worked Try Them.
Pub Date-May 80
Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Games, Elementary Secondary Education, *Language Arts, Language Skills, *Learning Activities, Middle Schools, Program Descriptions, *Reading Instruction, Reading Materials, Reading Programs, Reading Tests, *Sustained Silent Reading, Teaching Guides, Teaching Methods

This paper contains descriptions of activities that have proven successful in one middle school's reading program. Each description contains a commentary on the activity, its objective, the skills it reinforces or teaches, and the materials needed. Among the activities presented are a method of teaching vowel sounds; a creative writing activity involving cartoon strips; a technique for teaching syllabication; a means of criteria reference testing on a low budget; a method to be used in finding a topic noun, topic idea, or topic sentence and in summarizing a paragraph; an exercise to help students prepare for standardized test taking; and methods for implementing and maintaining a sustained silent reading program. The paper also provides information about the school where the activities were developed and about its reading program, and a discussion of sustained silent reading. (FL)

ED 186 874 CS 005 459

Langer, Judith A. Nicolich, Mark

Prior Knowledge and Its Effect on Comprehension.

Pub Date-May 80
Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Discourse Analysis, *Knowledge Level, Readability, Reading Comprehension, Reading Difficulties, Reading Materials, Reading Processes, *Reading Research, Reading Tests, *Recall (Psychology), Secondary Education, *Test Construction, *Textbook Content

Based on the view that text-specific concept and vocabulary knowledge affect the processing and recall of text and that a measure of this knowledge might assist teachers in determining whether a reader possesses adequate background to successfully comprehend and recall a particular text, a study was conducted. Its purpose was to develop a measure that reflects the strength of organization of existing knowledge as it relates to key concepts and vocabulary in content area textbooks. The study elicited prior knowledge from 36 high school seniors, using free association based on stimulus content words from reading passages, categorized this knowledge into broad levels, and statistically examined the nature of the relationships between these assigned levels of prior knowledge and the organization of recall. The findings indicated that level of prior knowledge was strongly related to the recall of a passage as measured by B. J. F. Meyer's analysis of prose. In addition, it was found that the relationship among recall measures and between level of prior knowledge and the recall measures was dependent on the passages used, indicating that there was some passage dependency in terms of both prior knowledge and recall. (FL)

ED 186 875 CS 005 460

Scofield, Sandra J.

Reading for Writing: Strategies for Teaching Response Patterns Appropriate for Low-Achieving Readers.

Pub Date-Apr 80

Note-14p.; Paper presented at the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 10-12, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Low Achievement, *Questioning Techniques, Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Skills, Teaching Methods, *Writing Instruction, *Writing Skills

Drawing from research and from classroom experiences, this paper suggests five strategies for use by reading teachers in helping low-achieving students write responses to comprehension questions. The strategies call for the teacher to: (1) analyze questions carefully and sequence them according to difficulty; (2) give students steps to follow in finding and verifying answers, and offer reinforcement of those steps; (3) provide ample oral practice with different types of questions and then give students ample prompts until they are comfortable with the question type; (4) respond to the process going on with a student, rather than to just the answer he or she gives; and (5) share strategies with content area teachers. (FL)

ED 186 876 CS 005 462

Degler, Lois Sauer

Reading Instruction for the Language Minority Child.

Pub Date- 79

Note-15p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basal Reading, *Beginning Reading, *Cultural Awareness, Elementary Education, *English (Second Language), Language Experience Approach, Oral Reading, Phonics, *Reading Instruction, Teaching Methods

In Nashville, Tennessee, there are children representing 24 different non-English language groups. Teachers involved with planning instruction for and teaching such language minority children should consider not only the language differences, but also the cultural differences since many foreign students are from cultures very different from the American mainstream. While teachers need to learn about the students' culture, children should be developing oral English first. An adaptation of the language experience approach may be helpful. A directed reading activity procedure is useful with a basal approach since many concepts and grammatical patterns in basals are rather difficult and will need explaining. A decoding approach to reading instruction for nonnative speaking children is not recommended initially. A survival reading curriculum is important since the child will need to read many out-of-school materials. When evaluating oral reading the teacher must be careful not to confuse native language interferences with decoding errors. Reading to children and having them listen to stories on tape are useful in helping these children learn English intonation patterns. Suggestions from a group of English as a second language teachers in Nashville include many of the above, with cautions that slower pacing and overteaching are required. (MKM)

ED 186 877 CS 005 463

Flor, Romaine A.

A Review of the Literature concerning Grouping Plans for Elementary Reading Instruction, 1965-1979.

Pub Date-80
Note-35p.; M.A. Thesis, Kean College
Pub Type- Dissertations/Theses - Masters Theses (042) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, *Grouping (Instructional Purposes), Heterogeneous Grouping, Homogeneous Grouping, Literature Reviews, *Reading Achievement, *Reading Instruction, *Reading Research

Twenty-one studies of the effectiveness of various grouping plans for elementary reading instruction are reviewed in this paper. Following the review, the studies are summarized according to the grade level with which they dealt, and conclusions are drawn regarding the most effective grouping plans. Among the conclusions reported are: (1) no one plan was effective for all elementary grades; (2) beginning reading instruction in the first and second grades was most effective in self-contained classrooms with a limited number of pupils; (3) sex grouping for reading favored boys in the first grade and was detrimental to girls; (4) in grades three and four, reading instruction in small, homogeneous groups was effective, although individualized instruction and heterogeneous grouping were found effective for fourth graders; and (5) in grades five and six, homogeneous grouping for high-ability students and heterogeneous grouping for average and below average students were favored. (GT)

ED 186 878 CS 005 464

Hanson, Irene

First Grade Minimum Skills Testing of German and American Children. Prufen der 1. Klasse grundschulerischen Minimalgeschicklichkeiten von deutschen und amerikanischen Kindern.

Pub Date-80
Note-23p.; Paper presented at the Annual Meeting of the State of Maryland International Reading Association Council (8th, Baltimore, MD, February 28-March 1, 1980).
Language-English; German
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aptitude, Diagnostic Tests, *Educational Diagnosis, *Educational Research, Educational Testing, Foreign Countries, Grade 1, Individual Development, *Language Skills, Primary Education, *Screening Tests, Student Characteristics, Student Placement, Test Interpretation, *Test Validity
Identifiers-Germany, Mann Suiter Developmental Screening Tests

The Mann-Suiter Developmental Screening Tests were administered individually to 79 German and American first grade students in their native languages. The subtests, which examined minimum skills necessary for school success, were used to develop a profile of each child's strengths and weaknesses in visual, auditory, and language areas. Children who were doing well in school passed all or all but one of the subtests. Nine of these children were able to read when they entered first grade. The children whom teachers said were in trouble'' scholastically nearly always failed three or more subtests, with most failing five or more subtests. The individual profiles of the students were shared with the classroom teachers who indicated that these profiles and the test findings were useful in determining the need for special placement, further testing, team conferences, and altered teaching techniques. A comparison of German versus American test results revealed similar patterns of strengths and weaknesses. (Author/RL)

ED 186 879 CS 005 465

Moran, Patrick J.

Piggybacking Reading and Study Skills onto College Courses.

Pub Date-May 80

Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *College Programs, *Content Area Reading, Developmental Programs, Higher Education, Introductory Courses, Program Descriptions, *Reading Improvement, *Study Skills

At the University of California, Riverside, a structured, formal adjunct program coordinated with large introductory courses has been developed to improve students' reading and study skills. The program uses adjunct instructors who are specialists in reading and study skills and who are familiar with the content areas. Skills taught include time management, efficient textbook reading, note taking from texts and lectures, and test reviewing and taking. During the 1978-79 academic year adjunct courses were taken by 496 students in biology, black studies, Chicano studies, history, political science, psychology, and sociology. Chemistry and religious studies adjuncts were requested for the 1979-80 academic year. Evaluations from faculty and students indicate that the program is effective in improving study skills, grade performance, and academic progress during the quarter. (DF)

ED 186 880 CS 005 466

Rauch, Margaret

The Relationships Between Selected Discourse Analysis Tasks Previewing Strategies and Subsequent Fifth Grade Students' Performance on Measures of Reading Comprehension.

Pub Date-May 80

Note-22p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advance Organizers, *Content Area Reading, Discourse Analysis, Elementary Education, Grade 5, *Reading Achievement, *Reading Comprehension, *Reading Research, *Reading Skills, *Teaching Methods

The effectiveness of previewing versus discourse analysis as methods of reading instruction was tested. Previewing (supported by schema theory) was based on the premise that helping students relate their knowledge to the content of a reading selection would facilitate comprehension. Discourse analysis (based on research on text structures) reflected the idea that helping students attend to relationships between and within propositions in the microstructure of text would facilitate comprehension. A group of 63 fifth grade students were blocked on reading achievement (high, low), then randomly assigned to one of the two instructional methods. The results showed no significant difference between instructional methods. There was a significant difference between the mean scores of good and poor readers. Of additional interest in the study was student performance on questions concerning implicit and implied propositions. Implicit questions came from propositions represented in the surface structure of text, while implied questions came from propositions not included in the surface structures. Both good and poor readers performed significantly better on questions about implicit rather than implied propositions. (Author/RL)

ED 186 881 CS 005 470

Sakiey, Elizabeth

Reading for the Gifted: Instructional Strategies Based on Research.

Pub Date-Mar 80

Note-13p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (3rd, Niagara Falls, NY, March 27-29, 1980).

Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creative Thinking, Critical Reading, *Educational Needs, Elementary Education, Elementary School Students, Exceptional Child Research, *Gifted, *Program Development, *Reading Instruction, *Reading Programs, Reading Research, *Teaching Methods, Vocabulary Development

Nine strategies, supported by research, are recommended to develop a differentiated, effected reading program for gifted students. They are: (1) instruction in basic word attack skills should be kept to a minimum; (2) basal content may be too bland so more challenging materials should be available to young children who are labeled gifted; (3) gifted readers should be grouped together so they can feel safe in verbalizing their insights; possibly requiring groups composed of students from more than one grade level; (4) since gifted readers should be urged to read widely, their teachers need an extensive background in children's literature and cooperation from the school librarian; (5) gifted readers must learn to read critically; (6) creative reading should be encouraged in gifted readers; (7) vocabulary development is crucial to critical and creative reading; (8) the use of analogies should be studied, especially in classes for older gifted students; and (9) various developmental skills must not be overlooked since gifted readers may need help in increasing their reading rate and in learning reference skills. (RL)

ED 186 882 CS 005 472

Ritter, Virginia F. Finkelstein, Judith M.

But I Already Can!

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the Iowa Council of Teachers of English/International Reading Association State Conference (Des Moines, IA, April 5-7, 1979).

Pub Type- Guides - Classroom - Teacher (052) Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basal Reading, Beginning Reading, Child Development, Early Childhood Education, *Early Reading, *Individualized Instruction, *Individualized Reading, *Kindergarten, Kindergarten Children, *Learning Activities, Prereading Experience, Reading Games, *Student Needs, Teacher Developed Materials, Writing (Composition)

Stressing that children need opportunities to grow and learn according to their own individual needs, this paper discusses appropriate reading objectives for kindergarten children and suggests numerous activities for kindergarten children who know how to read. The first part of the paper deplores the current trend to skip important developmental experiences in kindergarten in order to take children directly to the abstract experiences involved in skill-based reading and workbook lessons; notes that kindergarten should not be thought of as preparation for first grade and that not all kindergarten children should be reading; and suggests ways of setting up an individualized reading program that makes use of self-selected books to encourage and challenge children who are already reading. The major portion of the paper describes a variety of reading-related activities for kindergarten children who can read, including: (1) a child-made game based on a topic in which children are interested; (2) teacher-made games involving matching words and answering riddles and other questions; and (3) activities involving children in making books, writing stories, studying foreign languages, writing captions for comic strips, following directions, making greeting cards, creating secret codes, writing and illustrating stories based on children's picture books, and working with experience charts. (GT)

ED 186 883 CS 005 474

Allington, Richard L.
Poor Readers Don't Get to Read Much. Occasional Paper No. 31.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-400-76-0073
Note-12p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($1.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Observation Techniques, *High Achievement, Independent Reading, *Low Achievement, *Oral Reading, Primary Education, Reading Assignments, Reading Instruction, *Reading Research, *Silent Reading, Teaching Methods

A review of the literature indicates that instructional differences exist between the instruction given to good and poor readers. A study was conducted to examine the amount of actual reading of connected text, orally or silently, assigned during classroom reading instruction. Twenty-four first and second grade teachers from four school districts were observed as they worked with classroom reading groups. The numbers of words read by children in good and poor reader groups were compared to identify whether the amount of actual reading varies even when the allocated reading instructional time remains relatively similar between groups. Results indicated that the good readers read, on the average, more than twice as many words per session as poor readers. Other results showed that poor readers were seldom asked to read silently and their errors were often treated out of context, with the teacher emphasizing visual or phonic characteristics of the target word. In contrast, the good readers' errors were more often analyzed in the context in which they occurred, with the teachers commenting on the syntactic or semantic appropriateness of the wrong response. Implications of the study are that in order for poor readers to read larger quantities of material the amount of silent reading instruction and independent reading assignments should be increased. (MKM)

ED 186 884 CS 005 476

Dylla, Sandra M.

General College's Reading/Writing Skills Center: Its Growth and Development 1978-1979.

Pub Date-1 Apr 80
Note-29p.; Report prepared at the University of Minnesota.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication Skills, Course Content, *Course Evaluation, Higher Education, Independent Study, Program Content, Program Design, Program Development, *Program Effectiveness, Program Evaluation, *Reading Skills, *Skill Centers, Student Attitudes, Student Improvement, *Tutorial Programs, *Writing Skills

Components of the Reading/Writing Skills Center (RWSC) at General College, University of Minnesota, are described and assessed in this paper. The paper discusses changes made in the RWSC during 1978-79; procedures followed when students first come to the RWSC; the training and responsibilities of the undergraduate RWSC tutors; student evaluations of the RWSC walk-in tutoring service; and the introductory and evaluatory procedures followed in RWSC courses, which are self-paced and are individually administered by tutors. It then provides data about six RWSC courses that separately focus on: (1) spelling and punctuation skills; (2) grammatical sentences and organized paragraphs; (3) communication skills (fundamentals of usage and style); (4) study skills, reading comprehension, and vocabulary; (5) communication skills (individual study); and (6) writing (individual study). For each course, the paper outlines its structure and content and provides various data suggesting its degree of success, such as pretest/posttest scores, course enrollment figures, or course completion data. Finally, the paper presents the results of course evaluation forms given to students in RWSC courses, which indicated a positive student response to the courses. It is concluded that the RWSC was successful during 1978-79. (GT)

ED 186 885 CS 005 477

Luyster, Ellen M.

The Frequency and Percentage of Words Containing Latin Prefixes and Roots in the Harris-Jacobson Core List.

Pub Date-Apr 80

Note-63p.; M. A. Thesis, Kean College

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Education, *Latin, *Linguistic Borrowing, Reading Instruction, *Reading Research, Teaching Methods, *Vocabulary, Vocabulary Development, Vocabulary Skills, *Word Frequency, *Word Lists, Word Study Skills

Identifiers-*Harris Jacobson Core List

A study is described in this paper that was conducted to determine the frequency and percentage of words containing Latin prefixes and roots in the Harris Jacobson Core List'' (Basic Elementary Reading Vocabularies, 1972). The results of the study indicate that the percentage of words containing Latin prefixes and roots increases significantly with each grade level, and a total of 13 Latin prefixes and 17 Latin roots were found to occur ten or more times. It is concluded that knowledge of certain Latin prefixes and roots will provide clues to the meanings of a significant number of words in the Harris Jacobson Core List.'' Generalizations are provided to help instructors and pupils more easily recognize Latin roots and prefixes in English words, and related research is reviewed on the usefulness of teaching Latin affixes and roots to improve Enlgish vocabulary skills. Tables are provided showing the prefixes and roots that occurred ten or more times, indicating the frequency of their use on each grade level and their percentage in relation to the total number of words for that grade level. Appendixes include alphabetical listings of the words that contain the roots that occur ten or more times, and the grade level of the words is noted. (MKM)

ED 186 886 CS 005 488

Harris, Albert J.

What Is New In Remedial Reading?

Pub Date-May 80
Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Modification, *Dyslexia, *Educational Trends, Elementary Secondary Education, Learning Disabilities, Medical Services, Motion, Multisensory Learning, Nutrition, *Reading Difficulties, Reading Instruction, *Remedial Reading, *Teaching Methods
Identifiers-*Neurological Impress Method

New treatments of reading disabilities have recently been developed. New medical therapies for reading disabilities link poor functions of the mechanism that controls balance and movement to reading disability and focus medical attention on diet as a cause of hyperactive behavior and learning disorders. These medical therapies are still controversial and their use should be decided upon by parents and not by reading specialists. New psychological theories involve cognitive behavior modification and suggestopedia'' in which the use of positive suggestion is emphasized. New educational therapies include a number of modifications of the Fernald kinesthetic method, the neurological impress method, repeated readings, and changing print format. These innovations have not been followed up by controlled research, but remedial teachers should know about them and be prepared to try them with pupils who seem unable to learn from conventional remedial procedures. The 1978 legislation on learning disabilities may expand the need for teachers with remedial reading training since the legislation limits the definition of learning disabled to no more than two or three percent of the school population. Certain basic principles of successful remedial reading instruction have not changed in the past 50 years. The reading specialist who combines flexibility and resourcefulness with unlimited patience will achieve results with most disabled readers. (MKM)

ED 186 887 CS 205 463

Eberhard, Wallace B.

Clark Howell and the Atlanta Constitution'': A Preliminary Assessment.

Pub Date-Apr 80

Note-13p.; Paper presented at a Regional Conference of the History, Law and Newspaper Divisions of the Association for Education in Journalism (Atlanta, GA, April 11-12, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biographies, Journalism, *Newspapers, News Reporting, Politics, *United States History

Identifiers-Howell (Clark)

An appraisal of Clark Howell's career as a journalist and of his political involvement in his state (Georgia) and nation indicates a significance that history books have largely ignored. Born and raised in the Civil War South, Howell's essential regionalism led him to serve his state as a lawyer, a senator, and as the editor and publisher of the Atlanta Constitution.' Under his guidance, the newspaper received its first Pulitzer Prize and was the training ground for newsmen such as Joel Chandler Harris and Ralph McGill. Howell was a close friend of President Franklin Roosevelt, and later Presidents from both parties called on him to serve on national commissions. Howell is significant in four roles: as a committed journalist with the ability to build a superior editorial staff, as a skilled orator, as a bridge between journalism and politics, and as a spokesman for the uniqueness of the southerner in the United States. (AEA)

ED 186 888 CS 205 491

Woodson, Linda

A Two-Process Model of Paragraph Development.

Pub Date-Mar 80

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creative Writing, Deep Structure, Descriptive Writing, Higher Education, *Imagery, Metaphors, *Paragraph Composition, Paragraphs, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills

Paragraph writing mediated by imagery is richer, more flexible, and more creative than that produced by the somewhat impoverished, predictable, one-process model usually taught in composition classes. Since the writing advice given students differs considerably from the practice of professional writers, students should be given exercises that not only help them use concrete evidence or factual support for topic sentences (the one-process model) but also help them build image-producing figures to develop topic sentences (the two-process model). Analysts of language have recognized that language has an underlying substrata of imagery what Noam Chomsky called deep structure'' but they have never applied it specifically to the paragraph. A review of imagery schemes that could apply to paragraph development produced a list that includes repetition, regression, opposition, metaphor, implied metaphor (catachresis), representation, reduction, and allegory. Sample paragraphs from professional writing can illustrate the use of these image-producing figures and can help students become conscious of techniques that may be unconscious in the minds of professional writers. (AEA)

ED 186 889 CS 205 503

Mitchell, Ruth

Writing for Survival.

Pub Date-Mar 80

Note-34p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Education, Consultants, Course Content, Course Descriptions, Course Objectives, Editing, *Education Work Relationship, Higher Education, Internship Programs, Proposal Writing, Teaching Methods, Technical Writing, *Writing (Composition), *Writing Instruction, *Writing Skills

The justification for including a year-long course in practical writing and editing in a research-oriented university's writing program and a description of that course are presented in this paper. Discussed are the responses to four questions: What is practical or survival writing? How much is there of it? What can a university gain from teaching it? How should it be taught? Practical writing is defined as letters, research reports, memos, proposals, summaries, news releases, newsletters, and rewriting. The amount of practical writing is measured and found to make up the bulk of writing produced at any point in history. The reasons listed for teaching practical writing at the university level include the benefit to the students as career preparation, the improvement of academic writing in general, and the need for extensive research on the process, product, and effect of writing. A major portion of the paper describes the organization and methods of the course that incorporate lists of specific writing assignments, visiting lecturers, eight-week long internships, student-prepared oral briefings related to their on-the-job experience, computer editing training, and class production of a promotional brochure. (AEA)

ED 186 890 CS 205 507

Simmons, John S.

The English Curriculum and T.E.C.

Pub Date-Mar 80

Note-17p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, Curriculum Development, *Educational History, *Educational Trends, *English Curriculum, English Teacher Education, Inservice Education, *Inservice Teacher Education, *Language Arts, Secondary Education

This paper describes the current state of the secondary school English curriculum throughout the United States as amorphous, reactive, and without vital direction and offers suggestions for curricular improvement. The first half of the paper reviews the historical development of the English curriculum from World War II, touching on the emergence of the junior high concept and the effects of the Basic Issues Conference of 1958, the Dartmouth seminar of 1966, the behavioral objectives movement, Right to Read legislation, the growth of electives programs, and the back to basics movement. Suggestions for returning to curricular sanity and respectability'' in English center on inservice education efforts for teachers such as the Florida Teacher Education Centers (TECs), with English educators and secondary school English teachers involved in cooperative research on English curricula. Specific examples are offered to illustrate the kinds of inservice activities suggested. (AEA)

ED 186 891 CS 205 508

Schmidt, William And Others

The Curricular Concepts of Integration and Meaningfulness in Reading and Language Arts Instruction. Research Series No. 49.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0073
Note-15p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($1.75)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum, Decision Making, Elementary Education, *Integrated Curriculum, *Language Arts, *Reading Instruction, Reading Material Selection, *Relevance (Education), Student Attitudes, Student Interests, Student Motivation, *Teacher Role

Selection of language arts instructional content can be guided by the concepts of integration (the entwining of language arts content with other subject matter) and meaningfulness. Among the considerations pertinent to the curricular concepts of integration and meaningfulness are the question of whether something is acceptable content and the need to distinguish between classroom efficiency and effectiveness. The integration of language arts content with that of other subject matter areas has the potential to enhance both efficiency and effectiveness. Specific story content for reading lessons may be chosen in the light of instructional goals for other subjects, such as science, social studies, or art. To be meaningful, assigned tasks should be understandable to students and should be perceived by them as worthwhile. By making meaningful curricular choices through an informed matching of student and task, teachers will be building student motivation to learn. (GT)

ED 186 892 CS 205 516

Freedman, Aviva

A Theoretic Context for the Writing Lab.

Pub Date-Mar 80
Note-22p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Individual Instruction, Rhetoric, Secondary Education, Teaching Methods, Tutoring, *Writing (Composition), *Writing Instruction
Identifiers-*Composition Process, Teacher Student Conferences

A brief overview of the history of teaching writing reveals a shift from an emphasis on the composed product to the composing process and provides writing teachers who work one-to-one with students with a theoretical seven-stage model of the composing process: starting-point, exploration, incubation, illumination, composing, reformulation, and editing. The sequence of stages is recursive rather than linear, and instructional intervention should be located at four critical points. At the starting-point stage, teachers should involve students in individualized discussion that directs the student through a process of inquiry and clarifies the nature of the assignment. At the exploration or preparatory stage, students should be taught how to amass, contrast, evaluate, analyze, and synthesize data, using developed heuristic strategies. They need to be left alone during the incubation and illumination stages and to be encouraged during the actual composing stage to trust their writing, unfettered by worries about grammatical or editorial details. In the reformulation stage, students need instruction on how to produce a final text in which clarity, logic, unity, organization, and stylistic variation are considered. In the final stage, editing, programed materials can be used, freeing teachers for more demanding and meaningful tasks. (AEA)

ED 186 893 CS 205 518

Dillman, Richard H.

Responding to Composition: An Adlerian Approach.

Pub Date-Mar 80

Note-12p.; Paper presented at the Annual Conference on on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College English, College Freshmen, Evaluation Methods, *Grading, *Humanistic Education, *Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, *Teacher Response, *Writing (Composition)

Identifiers-*Adler (Alfred)

A psychology for responding to student writing that follows Adlerian principles can provide teachers with a basis for reacting to student papers. The teacher commentary derived from individual psychology should be supplemented by editorial comments directed to individual problems, and it works best with freshman composition courses full of novice writers. Adlerian principles of encouragement, natural consequences such as praise or withdrawal, and minimal criticism contribute to teacher/student relationships based on cooperation and lessen the potential for conflict. Encouragement should be balanced with constructive criticism, with students having the option of rewriting until they succeed. Another technique based on Adlerian psychology is holding class councils or meetings during which class members can discuss specific writing assignments or probe evaluation criteria. Encouragement is the most important concept and must be high in the teacher's priorities, because without it and the students' perceptions of genuine concern and interest by the teacher, this system of responding to composition has little chance of success. (AEA)

ED 186 894 CS 205 522

Barabas, Christine

Idea Combining: Synthesizing Syntax and Meaning.

Pub Date-Mar 80
Note-14p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Educational Theories, *Sentence Combining, Syntax, *Writing (Composition), *Writing Exercises, *Writing Instruction
Identifiers-Heuristics

Concerns that sentence combining has become the sole means of instruction in some college composition courses, that students are inadvertently getting the view that writing is essentially a mechanical manipulation of parts strung together, and that writing research has reduced writing to architectural structuralism made up of prewriting, writing, and rewriting are addressed in this paper. It explains how an interest in finding interrelationships among various aspects of writing led to developing a theory of idea combining, predicated on the assumption that lying dormant in college students' minds are syntactic patterns that can be resuscitated as ideas are discovered. Several sample exercises using both heuristic and syntactic signals are suggested for students who have had experience with sentence combining to prompt them to generate multiple relationship ideas and for writing instructors who wish to expand the strategies of sentence combining to include other rhetorical considerations. (AEA)

ED 186 895 CS 205 523

Swift, Jonathan Wahlstrom, Shirley

Teaching into the Future: A School of Global Education.

Pub Date- 80

Note-16p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cross Cultural Studies, Cultural Awareness, Curriculum, *Curriculum Design, Elementary Secondary Education, *Global Approach, *Integrated Curriculum, *Interdisciplinary Approach, *International Studies, Language Arts, Nontraditional Education, Social Studies, World Affairs, World History, World Literature

A curriculum designed to promote an understanding of the values and priorities of the many cultures of the world, as well as the basic concepts and principles related to world communities, is presented in this paper. The authors first present a rationale for such a curriculum, then describe the courses a Michigan public school district included in revamping its social studies program from elementary through senior high school. The philosophy behind establishing a subschool of global education for 10th through 12th grade students that integrates Engli[illegible] and social studies, the staffing of the subschool, course content, and seminar topics are discussed. Also discussed is one of the subschool's projects that involved global students, parents, the community, and students in another high school, and the project's impact on the students. A sample 40-week sequence of study topics integrating social studies, language, literature, and art is appended. (AEA)

ED 186 896 CS 205 524

De Mott, John

The Quest for Journalism's Holy Grail: Some Thoughts on the Continuing Pursuit of Objectivity and Its Implications for Professional Education.

Pub Date-76

Note-10p.; Paper presented at the Regional Conference of the Mass Communications and Society Division of the Association for Education in Journalism (DeKalb, IL, April 1976).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, Bias, *Journalism, *Journalism Education, *News Reporting, News Writing, Press Opinion, Professional Training, Values

Identifiers-*Mannheim (Karl)

Professional journalists need to be encouraged in their quest for objectivity if the news media are to be saved from degenerating into political journals and propaganda organs. Sociologist Karl Mannheim's theory of relationalism could be the basis for an improved approach to journalistic practice and should be required reading for journalism majors and other aspiring journalists. Mannheim claims objectivity is attainable not through the exclusion of evaluations but through the critical awareness and control of them. Applying this theory to journalistic practice could help newswriters to better detect their biases, balance them with differing perspectives solicited from others, and obtain a more objective consensus concerning the facts'' of any news event. Other efforts to foster journalistic objectivity and sharper skepticism could include broadening the range of backgrounds from which the members of the profession are recruited, enlarging the scope of their education, strengthening the self-examination and self-criticism aspects of their training, teaching them the investigative skills needed to ferret out all aspects of a news event, challenging their conclusions constantly, and encouraging them to exploit as thoroughly as possible every resource possessed by a newsgathering and reporting organization to increase the variety of available viewpoints. (AEA)

Fahnestock, Jeanne Secor, Marie

Invention in Argument.

Pub Date-Mar 80
Note-12p.; Paper presented at the Annual Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MFC1/PC01 Plus Postage.
Descriptors-*Critical Thinking, Decision Making, *Discourse Analysis, Higher Education, *Logical Thinking, *Persuasive Discourse, Problem Solving, *Teaching Methods, *Writing Instruction

A genre approach to teaching the argumentative essay in composition classes has been developed. The need for this approach emanated from problems associated with the other methods of teaching persuasive discourse, such as the logical/analytic, content/problem solving, and rhetorical/generative approaches. The genre approach depends on the identification of four types of propositions: categorical propositions, causal statements, evaluations, and proposals. Practice in identifying and writing arguments for these statements provides a structure for learning that avoids extensive and unnecessary diversions into inductive and deductive logic, while keeping to the principles of sound reasoning. The teaching method progresses from simple, basic units (the categorical propositions) to the complex combined types (proposals), giving students structures they can fill with any kind of content. This classification

of arguments into types can also be turned into a method of analyzing argumentative discourse. (RL)

ED 186 898 CS 205 528

Swearingen, C. J.

Psycholinguistics and Readability: The Cognitive Reality o[illegible] Reader.

Pub Date-Mar 80

Note-23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiences, Cognitive Processes, *Concept Formation, Higher Education, *Models, *Psycholinguistics, *Readability, Rhetoric, Rhetorical Criticism, *Writing Instruction, Writing Skills

Identifiers-*Audience Awareness, Composition Process

Modeling the process of communication through fictive constructions of audience is as much a part of teaching writing as is imparting rules for grammar and organization. A historical review of rhetorical theory and the goals of writing instruction delineates the shift away from traditional, fuzzy conceptions of audience to more carefully researched models of conceptualization, discourse structure, and comprehensibility. But the question remains of how to apply these theories of a text's readability in the writing classroom. The historical evidence shows that descriptions of texts do not translate very readily into prescriptions for writing, because the prescriptions derived from readability are questionably simplistic and constraining. Nevertheless, understanding the psychological principles that govern readability may be a different and quite valid objective for students. Just as linguistic competence is an intriguing area of inquiry, studying readability can be a means of engaging student interest in the mental processes that are involved in interactions between authors, products, and audiences. Teachers should be careful to distinguish this writing goal from the very different goal of teaching students to compose clear, correct, and engaging discourse. (RL)

ED 186 899 CS 205 529

Self, Judith S.

Creative Writing Strategies and Activities that Inculcate Writing Skills Useful for Creative or Expository Writing.

Pub Date-Oct 79
Note-67p.; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (10th, Richmond, VA, October 12-14, 1979). Best copy available.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Creative Writing, Elementary Secondary Education, English Instruction, Figurative Language, *Language Arts, Literary Devices, Literary Genres, *Self Expression, *Skill Development, Teaching Methods, *Writing Exercises, *Writing Instruction, Writing Skills

There are a number of reasons for using creative writing in elementary and secondary English curricula. When students practice using figurative and literal language, they improve their speaking abilities, and their language becomes more concrete, more explicit, more descriptive, and more interesting. Writing poems and short stories forces students to discipline their writing, emphasizes conciseness, and sharpens grammar skills. Additionally, writing within these art forms teaches students how to read the forms, developing analytical skills that expository writing assignments cannot always approach. Knowledge of the elements of specific literary forms can also be taught through creative writing and are important in constructing a repertoire of writing skills. Self-expression is always an ingredient in all good critical essays, descriptions, and explanations. As students write and analyze literature and their own writing, they develop a better understanding of the different levels of English usage that are appropriate to a particular form of writing. Creative writing, then, is a good medium for teaching rhetorical writing skills and for integrating the various elements of the English curriculum. (An appendix provides creative writing activities at the word, phrase, sentence, paragraph, and multi-paragraph levels.) (RL)

ED 186 900 CS 205 530

Spotlight on Spelling.
Hardin County Board of Education, Elizabethtown, Ky.
Pub Date- 79
Note-21p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities, Educational Media, Elementary Education, *Language Arts, *Spelling, *Spelling Instruction, Teaching Methods, Word Lists

Word lists and class activities are suggested for improving the spelling of elementary school students. The word lists contain rhyming words, antonyms, synonyms, homonyms, 100 spelling demons, look-alike words that are easily confused, and content area words (for geography, mathematics, science, sports, music, social studies). The suggested activities include various types of spelling bees, games, proofreading letters, phonetic respelling, and taped spelling tests. A bibliography

of commercial spelling instructional kits is attached. (RL)

ED 186 901 CS 205 531

Champagne, Mireille And Others

Children's Problems with Focus and Cohesion in Revising.

York Univ., Downsview (Ontario).

Pub Date-Apr 80

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, Children, Cognitive Development, *Cognitive Processes, Comprehension, *Discourse Analysis, Educational Research, Elementary Secondary Education, *Structural Analysis (Linguistics), *Writing Skills

Identifiers-*Revision (Written Composition), *Writing Research

A study was conducted to determine whether children in revising their writing to accommodate new information would make corresponding textual changes to preserve appropriate focus and cohesion. The subjects, 48 children each from grades three, six, and nine, were presented with a task that involved descriptions of pictures with incongruent information. The results showed that children of all ages shifted focus when it was appropriate, but that younger children tended also to shift focus when the task demanded a constant focus. The findings suggest that the apparent disinclination of students to undertake substantial revisions may be due in part to their inability to handle secondary problems of focus and cohesion. (FL)

ED 186 902 CS 205 533

Kent, Thomas L.
Readability and Audience Response: Unfogging the Fog Indexes.
Pub Date-Mar 80
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiences, Comparative Analysis, Discourse Analysis, Educational Research, Expectation, Knowledge Level, *Language Style, *Readability, Readability Formulas, *Reading Comprehension, *Reading Interests, *Technical Writing, *Writing Instruction
Identifiers-*Audience Awareness

Writers and writing teachers should be wary of depending on readability indexes as indicators of the difficulty of written messages. The Gunning Fog Index and the Damerst Clear Index, two readability formulas, were used to determine the readability of A Statement of Editorial Policy'' and two abstracts appearing in an issue of PMLA.'' Although the passages varied widely in their readability scores, all three were considered equally readable to the intended audience. It was concluded that both the Gunning and the Damerst indexes measured readability instead of comprehensibility. Another way to view this problem is to associate audience level'' with audience expectation.'' The more knowledge possessed about a particular kind of message, the less uncertain the message will be, and the greater will be the audience's comprehension of the message. Neither the Gunning Fog nor the Damerst Clear Indexes accounted for this elementary relation. Teachers can help students by studying the technical aspects of student work and by talking with experts in different technical areas to realize what readability means to different audiences. Students certainly should learn that clarity is important and that different audiences require different kinds of communication; but they should also learn that clarity cannot be quantified by counts and measures. (RL)

ED 186 903 CS 205 534

Ryan, Michael

Journalism Education at the Master's Level. Journalism Monographs No. 66.

Association for Education in Journalism.

Pub Date-Mar 80

Note-48p.

Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, MN 55455 ($2.50)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Problems, *Admission Criteria, Core Curriculum, Curriculum Problems, *Degree Requirements, Educational Research, Graduate Study, *Journalism Education, *Masters Programs, Program Content, *Program Design, *Surveys

A survey of 77 master's degree programs in journalism was used to gather data on admissions criteria, program structures, and problems that the programs have encountered. Undergraduate grade point averages, letters of recommendation, Graduate Record Examination scores, and statements of goals were the four admissions criteria most often used by the master's programs studied. More than half the programs required oral/written comprehensive examinations of their graduating students, though many faculty did not enforce the requirement. Only 25% of the programs required a thesis from graduating students, while 12% did not allow them; the thesis was an option in the other programs, reflecting a choice between professional'' and teaching-research'' tracks. Few programs required formal language proficiency testing. Nearly half the programs required cognate courses in fields outside journalism. Some of the problems that were reported related to physical facilities, graduate faculty, students without journalism backgrounds, high dropout rates, teaching foreign students, getting research support for students, establishing fair admissions procedures/standards, establishing a professional track within a thesis program, and giving graduate credit for undergraduate courses. (RL)

ED 186 904 CS 205 535

Weaver, David H. Wilhoit, G. Cleveland.

News Media Coverage of U.S. Senators in Four Congresses, 1953-1974. Journalism Monographs No. 67.

Association for Education in Journalism.
Pub Date-Apr 80
Note-40p.
Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, MN 55455 ($2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Correlation, Journalism, *Legislators, *Media Research, News Media, *News Reporting, *Political Influences, *Political Power, *Predictor Variables, Seniority

The Associated Press (AP) coverage of the United States senators in the 83rd, 89th, 91st, and 93rd Congresses was studied to determine the impact of various predictor variables. A path model of these variables was developed, reflecting implicit causal assumptions between visibility (press coverage) and such factors as the size of the senator's home state, seniority in the Senate, the senator's office staff size, committee leadership/prestige, and level of activity (within and outside the Senate). Analyses of all the correlations between these variables showed that senatorial activity was the strongest predictor of AP coverage, especially for Democrats. Only the data for the 89th Congress deviated from this pattern; in that analysis, the size of a senator's staff was the best predictor of coverage. State size was equal to or stronger than activity in predicting the visibility of Republican senators in the 83rd and 93rd Congresses. In general, the variables were better at predicting Republican Senatorial activity and press coverage. The findings suggested that senators in positions of power within the Senate were not necessarily getting the most frequent press coverage. The most active senators usually got the most press coverage, and they tended to come from the most populous states and have the largest office staffs. (RL)

ED 186 905

CS 205 537

Hayes, Mary F.

Practical Application of Reading Theory and Technique to Classroom Composition.

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cloze Procedure, Higher Education, *Interdisciplinary Approach, *Reading Instruction, Secondary Education, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction

Integrating reading theory and instructional techniques into the composition classroom helps students improve both their reading and writing skills. Students should be evaluated early by combining diagnostic samples of their reading and writing to determine their ability to recognize organizational relationships and their facility with reading strategies. One of the most practical and easily integrated reading techniques is the cloze procedure, a method that systematically deletes words in written passages, requiring the reader to fill in gaps to make the message whole again. The three basic kinds of cloze exercises are the concept related, content related, and structural. The most useful to the writing teacher is the structural exercise that students can use to check how well they organize and develop ideas, how smoothly they write, how closely they connect ideas, and how well their papers pass the requirements of predictability'' essential in good, clear writing. (Appended are a selected bibliography on reading and the writing teacher, instructions for developing cloze exercises, and samples from student essays.) (AEA)

ED 186 906 CS 205 538

Sternglass, Marilyn S.

Concept Development through Reading and Writing.

Pub Date-Apr 80
Note-17p.; Paper presented at the Indiana Council of Teachers of English Spring Conference (Indianapolis, IN, April 25-26, 1980). Several pages may have marginally legible areas.
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, College English, *Concept Formation, Content Analysis, *Developmental Stages, *Evaluation Criteria, Literary Criticism, Reading Skills, Student Educational Objectives, Student Placement, Teaching Methods, *Writing (Composition), *Writing Skills

There is an assumption in most freshman composition classes that students have the cognitive level to be sensitive and receptive to problematic situations, to articulate the problems, and to formulate statements to set out lines of inquiry. This assumption is invalid when applied to the majority of students, and writing teachers can attest to having suffered through those students' banal prose. It is possible, however, to assess qualitatively the cognitive level of a group of students demonstrated through reading and writing assignments in which students read generally related stories, examine and evaluate ideas and principles, and work to discover concepts that can serve as controlling ideas or thesis statements. The students' thesis statements can be analyzed and categorized using a model of cognitive stages in concept development attributed to the work of Andrew Wilkinson and others in The Crediton Project. The stages or categories of cognitive measures are describing, interpreting, generalizing, and speculating, and when applied to student writing, they can be used to accurately place students in proper instructional settings. Writing teachers would do well to spend less time on teaching traditional paragraph structure that does little to improve the quality of students' thinking and more time on showing students what strategies they use when they think, teaching them to formualte and solve problems as effectively as possible. (AEA)

ED 186 907 CS 205 545

Zehler, Annette M. Brewer, William F.

Acquisition of the Article System in English. Technical Report No. 171.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Public Health Service (DHEW), Rockville, Md.

Pub Date-May 80

Contract-400-76-0116

Grant-HD-002-44

Note-51p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Age Differences, *Child Development, Child Language, *Determiners (Languages), *Language Acquisition, *Language Research, *Language Usage, *Young Children

Identifiers-*Center for the Study of Reading IL

Data on English article usage, based on a new classification system (a,''   the,'' and null article), were obtained from 20 adults and 20 two- and three-year-old children. An oral sentence completion technique was used with the child subjects, and the same items in written form were used with the adults. The results for the older children in the sample confirmed the results of previous studies in revealing a pattern of overuse of the definite article. However, the more complete usage data suggest that the overuse is a selective one that occurs predominately in one category and after a period of essentially correct usage. These findings argue against an explanation based on egocentrism and suggest that the incorrect usage of the more advanced children results from an overextension of a principle of shared knowledge found in adult article use. Overall, the data in this study allow description of an acquisition sequence for the English article system that extends earlier developmental findings and resolves some of their inconsistencies. (Author/GT)

ED 186 908 CS 205 546

Gibbs, Vanita Mullican, James

A Developing Curriculum in English: Kindergarten Through Grade Twelve. Second Edition. Studies in Curriculum Development No. 3.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date-80

Note-72p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum, Curriculum Guides, *Educational Objectives, Elementary Secondary Education, *English Instruction, *Language Arts, *Learning Activities, Sequential Approach

This monograph describes a curriculum first published 14 years ago that is based on students' human development. The described curriculum utilizes a framework of the language arts of listening, speaking, reading, writing, and literature understanding and leaves to the imagination and skill of the individual teacher how the curriculum is implemented. The booklet is divided into an introduction with a statement of the curriculum objectives and philosophy, summaries of the characteristics of each age group affected and of the program's guiding principles, a description of the entire kindergarten through grade 12 curriculum, and a final section on the practical application of curriculum materials. The curriculum description makes up the major portion of the booklet and is broken down into grade levels, each of which lists suggested activities and occasional texts under five headings: improving group participation in group and individual activities; improving speech sounds; improving language patterns, oral and written; improving reading techniques and skills; and improving literature understanding. (AEA)

ED 186 909 CS 205 547

Draper, Virginia

Training Peer Tutors for College Writers: Respect, Response, Dialogue.

Pub Date- 79
Note-13p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, Course Descriptions, Higher Education, *Peer Teaching, Student Attitudes, *Training Methods, *Tutorial Programs, *Tutors, *Writing (Composition)

The development of a full-credit peer tutor training course for college freshmen is based on the assumption that respect for the writing student and respect for writing as a process are essential attitudes for peer tutors to acquire. Training begins with assigning tutors writing activities to make them more aware of themselves as writers and learners and more appreciative of the processes of composition. Readings from Peter Elbow's Writing without Teachers'' and Carl Rogers' Freedom to Learn'' and role playing as textbook reviewers serve to further the tutors' understanding of composition. With this respect and understanding, the tutor is able to make responses appropriate to individual needs of student writers, and examples of these responses are found in the research papers that tutors are required to write about their experiences tutoring students. Most notable in the tutors' research reports is reference to a changing dialogic relationship between tutor and writer. The tutor seems to be able to guide the student from a one-sided student-teacher dialogue to a more equal I-thou relationship that encourages the students' respect for themselves as writers and learners and enhances their ability to engage in academic discourse. (AEA)

ED 186 910 CS 205 548

Alperstein, Gerald And Others
The Influence of Local Information on Daily Newspaper Household
  Penetration in Canada American Newspaper Publishers Association,
  Washington, D.C.
Pub Date-23 May 80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiences, Foreign Countries, *Information Seeking,
  Information Sources, *Media Research, Motivation, *Newspapers,
  *Predictor Variables, *Reading Habits, *Reading Interests
Identifiers-Canada, Editors, *Readership Analysis

Two research reports on newspaper readership and two summaries of recent newspaper research from other periodicals are reported in the American Newspaper Publishers Association's ANPA News Research Report Number 26.'' The first study identifies factors explaining the fluctuations in Canadian daily newspaper household penetration, including weekly newspaper penetration, the amount of local information in the daily newspaper, and home city dominance, but not television, radio, or monthly magazine media habits. The second study examines audience motivations that predicted newspaper reading habits. The report also contains two summaries of newspaper research that appeared in periodicals, one dealing with the role of managing editors and the other concerning community structure and media availability and preferences. (RL)

ED 186 911 CS 205 549

Marder, Daniel

Discovery and Entropy in the Revision of Technical Reports.

Pub Date-Mar 80
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Problems, *Discourse Analysis, *Editing, *Evaluation, Higher Education, Language Patterns, *Language Styles, Literary Styles, *Organization, Readability, *Technical Writing, Writing (Composition)
Identifiers-*Revision (Written Composition)

A useful device in revising technical reports is the metaphor of entropy, which refers to the amount of disorder that is present in a system. Applied to communication theory, high entropy would correspond to increased amounts of unfamiliar or useless information in a text. Since entropy in rhetorical systems increases with the unfamiliarity of content, the levels of abstraction, the ambiguities, and the density of relationships (the rate at which the reader is confronted with them), writers can reduce entropy by manipulating these variables. Using redundancies to help the receiver anticipate what will be said next, writers make what is said meaningful and understood. In technical reports, definition is a redundancy for the term defined; analysis is a redundancy for the structure under investigation; and description is a redundancy for the term described. The difficulty with making revisions is that excessive redundancy too many revisions tends to become noise, just as unfathomable information is noise. The critical balance between the factors that tend to increase entropy and the factors that writers use to reduce entropy can be expressed in the form of an equation. Writers can use such an equation as a guide for estimating the amount of entropy in their messages and the amount of revision that they should

attempt. (RL)

Arnold, Roslyn, Ed.
Approaches to Drama in the School.
English Teacher's Association of New South Wales, Ashfield (Australia).
Pub Date-79
Note-67p.
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Acting, *Creative Dramatics, *Drama, Listening Comprehension, Listening Skills, Literature Appreciation, *Oral Interpretation, Oral Reading, Readers Theater, Secondary Education, Student Motivation, Teaching Methods, Theater Arts
Identifiers-*Improvisation

The eight articles in this booklet suggest activities designed to help students see drama as an active, engaging pursuit. The first article uses excerpts from Harold Pinter's ``The Caretaker'' to illustrate how improvisation can be used to help students discover meaning in a play. The second and third articles provide suggestions for lessons based on ``Romeo and Juliet'' and on ``King Lear.'' The fourth article offers suggestions on producing and directing a full-scale school production of a major work such as a three-act play, an operetta, or a musical play. The fifth article provides creative teaching strategies for the study of drama texts and includes ideas for pairs, small groups, large groups, and readers' theatre activities. The sixth article offers a strategy for using various modes of improvisation to help students understand the theme of ``Everyman,'' and the seventh article presents 12 exercises that are valuable in helping students develop an appreciation of drama or other literature. The final article discusses readers' theatre as a method of teaching literature. (FL)

ED 186 913 CS 205 552

Holsberry, Carmen W.

Faulkner, Fitzgerald, and Pynchon: An Archetypal Approach to Modernism and Postmodernism in the Secondary School Curriculum.

Pub Date-Mar 80

Note-19p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English Instruction, *Literary History, *Literary Styles, *Modernism, Secondary Education, *Thematic Approach, Twentieth Century Literature, *United States Literature

Identifiers-*Postmodernism

This paper suggests that teachers and curriculum planners should offer an overview of American fiction that presents the recurrent archetypes of American fiction and yet also deals with the unique aspects of individual works of fiction. The major pattern of experience in American fiction is explained as the transaction of the innocent self with the somewhat unyielding new world. Examples are given of this conflict of innocence with the world throughout American literature. Several protagonists in American literature are noted who innocently plant themselves against the world, insisting that life must have a meaning as they begin their existential quest for a new life, yet who encountered the intractability of a world that does not come round to them. Examples of such protagonists include Fitzgerald's Nick Carraway in The Great Gatsby,'' Faulkner's Isaac McCaslin in The Bear,'' and Pynchon's Oedipa Maas in Lot 49.'' Emphasis is placed on examples from literature that differentiate between modernism, as found in Faulkner and Fitzgerald, and post modernism, exemplified by Pynchon, in order to show that despite the differences in form in twentieth century American literature that students must be made aware of, there are also patterns in the American experience that are of recurrent, urgent, and ultimate concern for the American artist. (MKM)

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ED 186 914 CS 205 553

Buchholz, Karen L. And Others

A Sequential Junior High Writing Program.

Pub Date- 75
Note-72p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Design, Curriculum Development, *Expository Writing, Grade 7, Grade 8, Junior High Schools, Narration, *Program Design, *Program Development, Program Guides, *Sequential Approach, Teaching Methods, *Writing Exercises, *Writing Instruction
Identifiers-*Moffett (James)

A sequential writing program is described that has adapted James Moffett's ideas in Teaching the Universe of Discourse'' to suit the needs of a seventh and eighth grade school system that emphasizes expository writing instruction. The introductory chapter explains Moffett's ideas and how they were adapted for this program. Subsequent chapters discuss the various writing modes and associated writing tasks. These modes include the dramatic, nonfiction narrative, fictional narrative, and expository modes. Other chapters discuss areas of concentration for grades seven and eight, the performance objectives of the program, a growth model for measuring writing, and selected measures corresponding to the performance objectives. An appendix contains additional writing tasks for the writing modes. (RL)

ED 186 915 CS 205 554

Cooper, Grace C.

The Teaching of Composition and Different Cognitive Styles.

Pub Date-Mar 80

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Style, College Students, Higher Education, Learning Disabilities, *Learning Theories, Teaching Methods, *Writing (Composition), *Writing Instruction

Noting that many students appear to lack the skills necessary for composing an academic paper, this paper contends that such students may possess a field dependent cognitive style (termed holistic'') that is at odds with the needs and expectations of the college world's field independent cognitive style. Pointing out that cognitive style permeates all aspects of behavior, including language, the paper then discusses three areas of language differences indicative of holistic students that are of interest to teachers of composition: hierarchical classification (holistic students do not perceive hierarchical differences and therefore have difficulty with the inductive and deductive patterns of argument often used for essay or term paper development), distance (holistic students do not separate themselves from others and therefore have problems with the standard objective point-of-view required in most formal papers), and transitional features (holistic thinkers tend not to use details and not to analyze and therefore are more likely than analytical thinkers to use transitional features). The discussion also provides suggestions for composition teachers to use in handling these differences. The paper concludes that small classes and individual attention from the instructor may be the most effective ways to work with such students. (FL)

ED 186 916 CS 205 555

Lamme, Linda Leonard And Others

Raising Readers: A Guide to Sharing Literature with Young Children.

National Council of Teachers of English, Urbana, Ill.
Report No.-ISBN-0-8027-0654-1
Pub Date-80

Note-222p.; A project of the NCTE Committee on Literature in the Elementary Language Arts.
Available from-Walker and Company, 720 Fifth Ave., New York, NY 10019 ($9.95)
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Beginning Reading, Childrens Literature, Early Childhood Education, *Early Reading, Learning Activities, *Literature Appreciation, *Parent Child Relationship, Parent Influence, *Parent Role, *Prereading Experience, Preschool Children, *Reading Attitudes, Reading Instruction, Reading Materials
Identifiers-*Reading to Others

The purpose of this book is to provide parents with a variety of ideas for getting young children from infancy until the beginning reading stages involved with literature. An introductory section contains discussions of the literary needs of children and of how children develop a sense of literature, guidelines to use in determining literary experiences for children, and a checklist for parents to use in assessing their progress as they proceed with the reading program. The four chapters that comprise the major portion of the book contain suggestions for activities for sharing literature with children and lists of books to use with children at four age levels: infants (newborn to one year old), toddlers (one to three years old), prereaders (three to five years old), and beginning readers. A final chapter contains a summary and suggestions for sharing literature with older children. Two appendixes provide lists of names and addresses of children's magazines and of publishers of children's books. (FL)

ED 186 917 CS 205 556

Chavez, Luisa C.

Jean Piaget's Theory of Equilibration Applied to Dual Language Development.

Pub Date-Mar 80

Note-28p.; Paper presented at the Ethnoperspectives in Bilingual Education Research Forum (Ypsilanti, MI, March 27-29, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, *Bilingualism, Case Studies, *Child Language, *Cognitive Development, *Language Acquisition, Language Proficiency, Language Research, *Research Needs

Identifiers-*Piaget (Jean)

This paper suggests that one possibility for the lack of study emphasis and unity of understanding in the area of dual language development is that language study in general shows some serious gaps and reveals a need for viewing language development as a holistic endeavor. Noting the failures of Skinnerian theory, Chomskian theory, Soviet dialectics, and traditional Piagetian language study to produce a unifying theory of language study in general and of dual language study in particular, the paper proposes a move beyond traditional Piagetian language study to his theory of equilibration for language explanations. The three major sections of the paper then provide: (1) a general definition of J. Piaget's equilibration theory; (2) a discussion of six main juncture points where language and the equilibration process might begin to relate; and (3) a brief summary of the F. Valerio case study, which relates the bilinguistic development of a Mexican-American child as a particular dual language equilibration process. The final section offers a summary and conclusions. (FL)

ED 186 918 CS 205 557

Stallard, Loretta M. Stallard, Charles

Writing Readiness At the Elementary Level.

Pub Date-Mar 80
Note-14p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, *Cognitive Development, Developmental Stages, Difficulty Level, Educational Research, Elementary Secondary Education, *Language Acquisition, Language Usage, *Readiness, Relevance (Education), Student Interests, Syntax, *Writing (Composition), Writing Instruction, *Writing Skills
Identifiers-*Writing Research

An examination of writing readiness (the state of being ready to write with a reasonable chance of success) across grade levels has revealed some developmental stages involved in writing and has indicated the role of intention in writing. The analysis has begun at grade two, since younger children's writing is greatly affected by their preoccupation with control of the writing instrument. It has been observed that the writing of second grade children reflects a lack of understanding of form and structure in writing, that by third grade most of the writing samples conform to mature form and structure, and that by fourth grade (and to a lesser extent third grade) paragraphs begin to occur. The finding that second grade children express more complete thoughts in autobiographical writing than in expository writing supports the beliefs of many researchers and theorists about the positive effect on language tasks of a clear, immediate intention. Second grade writing samples written to ask questions and to share secrets further indicate that writing based on a clear purpose is more complete syntactically than other types of writing. Other findings suggest that children usually became great storytellers by fifth grade, but that writing seems to become strained and difficult again by grade seven or eight. The findings support the encouragement of writing that is close to students' interests and raise questions about the decline in imaginativeness and freshness of the writing of secondary students. (GT)

ED 186 919 CS 205 559

Yanoff, Jay M. Allender, Robert

Co-Communication: Results of Teaching Dental Faculty Skills in Listening.

Pub Date- 76
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Dental Schools, *Faculty Development, Higher Education, *Interpersonal Relationship, Listening Comprehension, *Listening Skills, Professional Education, Speech Communication, *Teacher Education, Teaching Methods, *Teaching Skills

A technique called co-communication'' was developed to improve the listening skills of dental school faculty. In co-communication, paired individuals take turns playing the roles of talker and listener for designated times, usually about 20 minutes each. The structure of the sessions and their continuity are necessary to ensure individual growth in communication skills and awareness. The process of co-communication increases a speaker's awareness of what it takes to be truly heard, and it helps listeners to become receptive enough to truly understand what speakers say. The co-communication technique has been used in sessions with 75 dental instructors, over 90% of whom reported improvements in their listening skills as a result of the training. Co-communication has also been used with school principals, gaming and movement workshop participants, teachers of the academically talented, and religious groups. If one of the goals of education is to become better at receiving and interpreting data from the environment, then co-communication is a tool for reaching that end. (RL)

ED 186 920 CS 205 560

Barry, Lois

Dr. Strangelove Attends the Iowa Institute on Writing, or How to Kill the 500 Word Theme and Learn to Love Composition.

Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 10-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, Course Descriptions, Educational Philosophy, Inservice Teacher Education, *Institutes (Training Programs), Instructional Improvement, Peer Evaluation, Student Attitudes, *Student Writing Models, Teacher Attitudes, Teacher Effectiveness, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction

The writing institute for college writing program directors described in this paper based a student-centered freshman composition course on the central premise that students can only learn to write by writing, since writing is an activity or process. The basic assumptions about the structure of writing classes on which the institute participants agreed are as follows: (1) Writing classes should be based on the principle of saturation writing, two or three papers per week for a term; (2) The audience for the writing should be the students' classmates and the teacher, acting not as judges but as interested readers; and (3) The assignments themselves should reveal a clear, coherent purpose. A detailed description of the course and teaching methods make up the major portion of the paper. Included are specific assignments and techniques such as sharing writing assignment excerpts with the whole class; encouraging students to discuss their own papers as if they hadn't seen them previously; initially ignoring spelling, punctuation, and usage errors; using small critique groups; and requiring students to keep journals of their communication encounters to use as a basis for a self-analysis paper. Experience using this composition approach with average college freshmen is described as positive. Extensive samples of student writing are included. (AEA)

ED 186 921 CS 205 561

Morenberg, Max

Sentence Combining Over a Three-Year Period: A Case Study.

Pub Date-Mar 80

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Case Studies, Longitudinal Studies, Pretests Posttests, Research, *Sentence Combining, Student Improvement, Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Skills

Identifiers-Holistic Scoring, *Writing Research

The case study described in this paper supports the premise that sentence combining exercises do more to improve student writing than simply producing longer sentences. Following a brief description of a longitudinal study that involved college freshmen in 15 weeks of sentence combining exercises, the paper focuses on the changing characteristics of the writing of one student over a three year period

and analyzes writing samples that the student produced before the 15 week sentence combining practice, immediately after the practice, and two and one-half years later in a delayed posttest administered during the student's junior year. Improvements were noted in the delayed posttest in the following areas: mature syntax, controlled style, developed paragraphs, analytic organization, and supporting details. Also discussed are the student's comparative scores on both holistic and analytic rating scales. (AEA)

ED 186 922 CS 205 562

Spigelmire, Lynne

The Best Stylists: A Survey of Editors, and Implications for the Teaching of Style in Freshman Composition Courses.

Pub Date-Mar 80

Note-16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors, Educational Needs, Expressive Language, Higher Education, *Language Attitudes, *Language Styles, *Literary Styles, Research, Surveys, Teaching Methods, *Writing (Composition), Writing Instruction

Identifiers-*Editors

A survey of 112 editors from magazines, newspapers, and publishing houses was conducted to obtain their judgments about prose style, the best prose stylists, and representative works by those stylists. Of the 112 editors surveyed, only 22 responded with useful data. The results indicated very little consensus among editors, and almost no correlation between the genre of their work and the writers they cited. In all, 57 authors were mentioned. Some of the most frequently mentioned stylistic qualities were clarity, elegance/grace, establishing a consistent personal voice, and simplicity/spareness. Beyond the basic requirements of clarity, orderliness, grace, and fluency, it appeared that the editors thought the best writers were those who had a clear conception of their audience and who crafted an intimacy with that audience. The findings suggest that, since voice and tone were considered important factors in good, effective writing, teachers will need to discover ways of developing these elusive skills in student writers. (RL)

ED 186 923 CS 205 563

Brotherson, Patricia P. DuVall, Charles R.

An Annotated Bibliography of Literature Dealing with Handwriting Instruction and Education.

Pub Date-Apr 80
Note-12p.; Bibliography prepared at Indiana University.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Communication Skills, Educational Research, Elementary Secondary Education, *Handwriting, *Handwriting Instruction, Teaching Methods

The 25 entries in this annotated bibliography deal with the art of handwriting and with current practices in the teaching of handwriting. Among the topics covered in the citations are: factors to consider in assessing readiness for formal handwriting instruction; the effects of teaching cursive writing to first grade children; achievement expectations and handwriting quality; the failure of schools to teach handwriting skills; reforms needed to combat educational weaknesses in the teaching of handwriting; types of illegibilities in the cursive handwriting of second and sixth grade students; the left handed writer; the process by which a child teaches himself or herself to write the letters of the alphabet; a handwriting approach that disregards slant; parents' and teachers' perceptions of handwriting; and an argument against the teaching of cursive script in the primary grades. (FL)

ED 186 924 CS 205 564

O'Hear, Michael F.

Working Together: How to Make, Keep, and Use Faculty Friends.

Pub Date-Mar 80

Note-10p.; Paper presented at the Annual Meeting of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, *College English, *Developmental Programs, *Educational Cooperation, Higher Education, *Interprofessional Relationship, Program Effectiveness, Teamwork

Strong faculty relationships can benefit developmental programs by increasing referrals, creating a climate of support for developmental activities, and increasing resources available to programs; therefore, finding, keeping, and using faculty friends represent essential needs for such programs. Faculty friends may be generated in a number of ways ranging from simple provision of information on program activities to extension of offers of services to faculty members. Even a simple thank you'' is an effective way of garnering support. Once faculty support has been obtained, it is important to plan ways of using that support so that it will not fade away. This can be done in a variety of ways, including having faculty members publicize in their classes both general information on the developmental program and on specific activities; participate in programs to aid student academic adjustment; make videotapes for use in developmental work on note taking; tape descriptions of introductory classes for use during advisement and registration; serve on a developmental studies committee; actively search out likely candidates to become tutors in the program; and provide the developmental program with syllabi of their introductory courses. From publicizing the developmental studies program to acquiring student and faculty respect for and participation in program activities, establishing close working relationships with the faculty is essential. (FL)

ED 186 925 CS 205 565

Kiefer, Kathleen E.

Premature Reassurance and the Basic Writer.

Pub Date-Mar 80

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980). Not available in paper copy due to marginal legibility of original document.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basic Skills, College Freshmen, Expectation, *Low Achievement, *Motivation Techniques, Nontraditional Students, *Student Attitudes, Teacher Attitudes, *Teacher Influence, Teaching Methods, *Writing (Composition), Writing Skills

Identifiers-Teacher Student Conferences, *Writing Apprehension

College basic writing teachers involved in student/teacher conferences should be aware of the negative effects that result from premature reassurance, assuring students of success too quickly and/or beyond reasonable expectations. The attitudes of basic writers can be divided into three general categories: (1) those who have always had trouble in composition courses and expect to continue to have trouble writing, (2) those who have few mechanical problems but are reluctant to write because they are convinced they have nothing worthwhile to say, and (3) those who think they can write better than anyone gives them credit for. Prematurely reassuring the first category of writers can lead them to misinterpret a conditional, qualified teacher-made statement as a guarantee of success; e.g., if they focus on a single idea they will get a good grade. Writers in the second category can become complacent when told too soon they have almost achieved their goal of cleaning up mechanical errors and often quit before they have developed writing fluency. The third category of writers often displays a dramatic shift from defiance to devastation when confronted with an honest assessment of their writing errors, often for the first time, and can elicit from the sympathetic teacher a false assurance that the basic writing course is just what they need and all they need. Basic writers are generally more insecure about their writing than average college freshmen and their teachers should cautiously use reassurance as a motivational technique. (AEA)

ED 186 926 CS 205 566

Spann, Sylvia, Ed. Culp, Mary Beth, Ed.

Thematic Units in Teaching English and the Humanities. Second Supplement.

National Council of Teachers of English, Urbana, Ill.

Pub Date-80

Note-159p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 53755, $6.50 member, $7.00 non-member).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Advertising, Communication Skills, Curriculum Development, *English Instruction, Futures (of Society), History, *Humanities, Justice, Listening Skills, Logic, Politics, Popular Culture, Resource Units, Schools, Secondary Education, *Teaching Guides, *Thematic Approach, *Units of Study, Writing Instruction, Writing Skills

The seven units in this second supplement to Thematic Units'' focus on communication skills, offering English teachers contemporary plans for teaching writing, listening, persuasion, and reasoning. The units were selected for their humanistic approaches to student language learning, combining English instruction with topics in the humanities. Each unit contains comments from the teacher who developed the unit, an overview of the unit, general objectives, evaluation methods, daily lesson plans and activities, study guides, resource materials, and other appropriate suggestions and attachments. The topics of the units are the school system, logic, nostalgia (studying the popular culture of a past decade), futurism as a framework for composition instruction, advertising, politics, and law and justice. (RL)

ED 186 927 CS 205 567

Carrier, Warren, Ed. Oliver, Kenneth A., Ed.

Guide to World Literature. New Edition.

National Council of Teachers of English, Urbana, Ill.
Report No.-ISBN-0-8141-1949-2
Pub Date-80
Note-241p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd. Urbana, IL 61801 (Stock No. 19492, $7.50 member, $8.50 non-member)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Referenc Materials - Bibliographies (131)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Cultural Awareness, *English Instruction, Higher Education, Literary Criticism, *Literature Appreciation, Novels, *Reading Materials, Secondary Education, Short Stories, Teaching Guides, *World Literature

This guide, a revision of a 1966 work by Robert O'Neal, is intended to encourage reading beyond the traditional English and American literature texts by making available a useful resource in an area where few teachers have adequate preparation. The guide contains comparative reviews of the works of 136 authors and of seven works without known authors. The works represent various genres from classical to modern times and are drawn from Asia and Africa as well as from South America and Europe. Each review provides information about the author, a short summary of the work itself, a discussion of other works by the author, and a comparison of the work with similar works. Lists of literature anthologies and of works of literary history and criticism are appended. (FL)

ED 186 928 CS 205 568

Kasden, Lawrence N., Ed. Hoeber, Daniel R., Ed.
Basic Writing: Essays for Teachers, Researchers, and Administrators.
National Council of Teachers of English, Urbana, Ill.
Report No.-ISBN-0-8141-0268-9
Pub Date-80
Note-178p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 02689, $7.75 member, $9.50 non-member)
Pub Type- Books (010) · Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Developmental Programs, Educational Research, *English Teacher Education, *Evaluation Methods, Higher Education, Learning Theories, *Low Achievement, Program Administration, Program Descriptions, Remedial Instruction, *Remedial Programs, Teaching Methods, Teaching Skills, Test Construction, *Writing (Composition), *Writing Skills
Identifiers-*Composition Process

The 12 essays in this collection address the concerns of basic writing teachers and those who teach basic writing teachers. The first essay discusses the characteristics of the low achieving college students who require basic writing instruction and argues for basic writing courses that are based upon a thorough understanding of students' nature and needs, while the second essay focuses on the composing process used by some basic writers and on the differences between this process and the composing process of more skilled writers. The following four essays contain descriptions of a basic writing program at a community college,

the programs designed for use by the member schools of the Western North Carolina Consortium, a writing laboratory, and an interdisciplinary writing program at Boston University. The seventh essay discusses writing assessment and recommends the use of a carefully constructed objective test of students' knowledge of writing skills, while the eighth essay reviews the types of tests basic writing teachers and administrators may use and the purposes of each. The ninth essay discusses the training of teachers of basic writing and the tenth addresses staffing and operating peer-tutoring writing centers. The eleventh essay reviews research in the area of writing and the final essay provides a selected bibliography of composition and basic writing. (FL)

ED 186 929 CS 205 570

White, Edward M.

The Uneasy Compromise: Bringing Together Testers and Teachers of English.

Pub Date-Mar 80
Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperation, *English Instruction, Higher Education, *Measurement Techniques, *Testing, Testing Problems, Testing Programs, Writing Instruction

Teachers and test professionals must work together for responsible measurement in English to take place. Traditionally, they have refused to do so, a situation that has led to serious problems in at least three areas: research in the teaching of writing, classroom practice in teaching revision of writing, and some testing practices by such national organizations as the College Board, Educational Testing Service, American College Testing, and the National Assessment of Educational Progress. The English Placement Test developed by the faculty in the California State University and College systems represents a successful working model of the uneasy compromise teachers and testers can achieve. (Author/FL)

ED 186 930 CS 205 571

De Mott, John

Journalism's Holy Grail: The News Media's Quest for Objectivity A Forsaken Ideal?

Pub Date-Aug 76

Note-23p.; Paper presented at the Guest Lecture Program of the Defense Information School, Fort Benjamin Harrison (Indianapolis, IN, August 12, 1976).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Bias, *Journalism, *News Reporting, News Writing, *Press Opinion, Professional Training, Values

Identifiers-Lippmann (Walter), Mannheim (Karl)

The objective reporting of news is discussed in this paper as a moral obligation for professional journalists. Russian journalists' disparagement of objectivity is described briefly, and three basic assumptions to which journalists in the United States should subscribe are listed: (1) there is such a thing as objective reality, (2) that reality can be comprehended, and (3) the understanding of objective reality can be communicated. Arguments against the possibility of being objective and the contributions of social scientists to the journalism profession are discussed. Extensive quotes from journalist Walter Lippmann, references to sociologist Karl Mannheim's Ideology and Utopia,'' and journalist William Hill's paraphrase of Lincoln's Gettysburg address are all offered in support of a theory of journalistic objectivity. (AEA)

ED 186 931 CS 205 572

House, Elizabeth B. House, William J.

Some Similarities and Differences Between Compositions Written by Remedial and Non-Remedial College Freshmen.

Pub Date-Mar 80
Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College English, College Freshmen, Comparative Analysis, English Instruction, *Error Analysis (Language), High Achievement, Higher Education, *Low Achievement, Remedial Instruction, Research, *Writing (Composition), *Writing Instruction, *Writing Skills
Identifiers-Shaughnessy (Mina), *Writing Research

The essays composed by 84 remedial and 77 nonremedial college freshmen were analyzed for some features proposed by Mina Shaughnessy as being characteristic of basic writers. The students were enrolled in either a beginning remedial class (098), a class at the next level of remediation (099), or a regular English class (101). The essays were analyzed for total number of words written; for sentence faults; for spelling errors by number and type, as defined by Shaughnessy; for features she described as s'' inflection errors; and for traditional indices of syntactic maturity: T unit length, clause length, and clauses per T unit. To equate differences in paper length, errors were calculated per 50 words written. The results showed that the only characteristic that clearly distinguished between the three groups was mean number of words per essay. No significant difference was found in the frequency with which any of the errors examined appeared in remedial 099 and in nonremedial 101 essays. Between the 098 students and the other groups, variations did occur in number and kind of misspellings and in several errors that appeared to be dialect related. No significant differences were found between the three groups in T unit length, clause length, or clauses per T. However, a significant difference in T length was found in papers written by students at the very top and bottom of the sample (those scoring over 500 or below 300 on the verbal SAT). (FL)

ED 186 932 CS 205 573

US Air Force Effective Writing Course: Writing Improvement.
Department of the Air Force, Washington, D.C.
Report No.-AFP-13-5
Pub Date-2 Jan 80
Note-72p.
Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 008-070-00444-5).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Armed Forces, Career Education, Higher Education, *Military Personnel, *Technical Writing, *Writing Exercises, *Writing Instruction, *Writing Skills

The exercises in this pamphlet were designed to help United States Air Force personnel improve the effectiveness of their writing. Rules and exercises are provided in the following areas: (1) organizing ideas (paragraphs, subparagraphs, the main point, and reader needs); (2) speaking on paper using personal pronouns, contractions, small words, and questions; (3) avoiding needless words; and (4) solving special problems, such as passive verbs, instructions, and parallelism. A checklist for effective writing, suggestions for using simpler words and phrases, and a list of books on writing are attached. (RL)

ED 186 933 CS 205 575

Sparrow, W. Keats

Technical Writing as a Liberal Arts Skill.

Pub Date-Apr 80

Note-8p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College English, *Course Content, Course Descriptions, *Course Objectives, Education Work Relationship, Expository Writing, Higher Education, Liberal Arts, *Technical Writing, Writing (Composition), Writing Skills

A course in technical writing has justification for appearing in a college English department curriculum if course content as it is currently taught is somewhat modified. In general, business or technical writing has been primarily a study of a wide variety of letter and report writing forms. To be taught as a liberal arts course, a technical writing course should aim at instilling the same competencies and values as would any good composition, advanced writing, classical or modern rhetoric, or other expository writing course. Course objectives should include the refinement of grammar and syntax and the distinctions between technical and nontechnical writing competencies. Technical writing competencies include mastering a few basic forms for letters and reports, using headings, captions, and other graphic aids, handling the mechanics of tabular material, and implementing the strategy of reader adaptation (presenting information in a way that is tailored to a reader's ability to receive, comprehend, and remember information). An example of reader adaptation would be separating out information that would normally be included as supportive sentences in a paragraph and itemizing the information as separate, indented support points under a topic sentence. Technical writing students should learn parallel structure and other rhetorical strategies if their writing is to be effective. (AEA)

ED 186 934 CS 205 576

Kenney, Donald J.

What Every Adolescent Literature Course Should, But Doesn't Teach.

Pub Date-Mar 80

Note-8p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Literature, Audiovisual Aids, Education Courses, *English Teacher Education, Higher Education, Literature Appreciation, *Motivation Techniques, Oral Reading, Story Telling, Teacher Education, *Teaching Methods

Adolescent literature courses in teacher preparation programs should teach novice English teachers how to excite students about reading and how to deal with a constantly changing body of literature. Surveys show that most adolescent literature classes in teacher education programs largely ignore four areas that should be emphasized to better prepare English teachers for these tasks. The first area includes the use of motivational and promotional techniques, such as book talks, storytelling, oral reading, and attractive handouts. The second area is familiarizing prospective teachers with the extensive literature review sources and selections aids available. The third area is the use of non-book materials such as filmstrips, records, cassettes, and videos. The last area is how to teach young adult novels using specific models as guidelines. (AEA)

ED 186 935 CS 205 585

Shannon, George W. B.

Storytelling & Children: Enjoyment and Much More.

Pub Date- 79

Note-9p.; May be marginally legible due to light print.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Reading, *Child Development, Children, Creative Writing, Early Childhood Education, Elementary Education, *Folk Culture, *Language Acquisition, *Language Skills, *Literature Appreciation, Reading Skills, *Story Telling, Writing Skills, Young Children

Storytelling and folktales have a vital role in fostering children's understanding of the possibilities of language. In addition to bringing people together, the telling of stories and folktales provides listeners the opportunity to belong briefly to other cultures and other times, fosters young children's growth beyond their naturally egocentric interests, and exercises listeners' imaginations. Storytelling can promote children's reading skills, opening the expanse of written language beyond the strict deciphering of symbols on paper and bringing writing to life. The telling of tales is creative writing; each tale is written at the moment of its telling and must be of high quality to keep listeners' attention. Cumulative tales or chain tales are among the best selections for children, since they present some of the best attributes of folktales and storytelling. Hearing cumulative and other tales well told causes child listeners to seek in their reading and writing the same kinds of pleasure experienced while listening, fosters an appreciation for language, and helps to develop an inner eye'' and ear for writing and reading. (GT)

ED 186 936 CS 205 589

Help Tell the Story.
Missouri Library Association, Columbia.
Pub Date-77
Note-24p.
Available from-Missouri Library Association, 402 South Fifth St., Columbia, MO 65201 ($1.00 plus $0.40 postage and handling)
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, *Audience Participation, *Books, *Childrens Literature, Early Childhood Education, Elementary Education, *Language Enrichment, Physical Activities, *Singing, *Story Telling, Student Participation
Identifiers-Holidays

This guide offers suggestions and lists resources that are of aid in telling stories in which children can actively participate. Five types of participation stories are discussed: (1) stories in which children participate verbally; (2) stories in which children respond to story cues with appropriate actions; (3) song stories in which children sing and perform actions mentioned in the songs; (4) stories for which the storyteller completes an arts and crafts project while telling the story or which lead to an art activity for children; and (5) holiday-related stories. For each type of story, the guide offers a sample story and lists a number of suggested story books, indicating how a storyteller can make use of each one. Also provided are a discussion of the value of participation stories, general suggestions for their use, and a bibliography of relevant professional materials. (GT)

ED 186 937 CS 205 591

Wall, Susan V.

A Sequence of Assignments f[illegible] Basic Writing: Teaching To Problems Beyond the Sentence.''

Pub Date-Mar 80

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assignments, College English, *Concept Formation, *Decision Making, Descriptive Writing, Higher Education, Language Attitudes, Language Usage, Low Achievement, *Self Evaluation (Individuals), Student Attitudes, Student Development, *Writing (Composition), *Writing Instruction

Identifiers-*Composition Process

Students in college basic writing courses need to consider their own written language and to compare it with other students' work before they can develop a sense of the symbolic relationship between language and experience. Because of a lack of previous writing experience, basic writers have no sense that the facts'' about which they write are statements and therefore created, and no sense that this creation is a matter of choice dependent on the writer's intentions. A sequence of writing assignments has been developed that calls for basic writing students to describe, analyze, and compare their decision making processes in a number of out-of-class experiences as well as in the experience of writing papers. The assignments and the examination of other students' papers help students to see that writers can choose many different ways to describe the same kinds of things, that writing is not alien to other life experiences, that their writing behavior can be classified in new ways, and that the use of language to define the meaning of an experience lies outside the event itself. The final assignment asks students to write a long paper about themselves as decision makers, incorporating into it generalizations drawn from their previous papers. This direct encounter with their own ideas objectified on the page reveals more about the writing process than anything teachers can tell them. (GT)

ED 186 938 CS 205 592

Dylla, Sandra M. Gidmark, Jill B.
Commanding English: An Integrated Program of Communication Skills.
Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *College English, *Communication Skills, Course Content, English Instruction, Higher Education, *Language Skills, *Nontraditional Education, *Nontraditional Students

A program at General College, University of Minnesota, designed to strengthen the communication skills of nontraditional college students and to enable them to develop a command of English in all modes of communication is discussed in this paper. The program's underlying function is described as creating a bridge from a sheltered environment in which nontraditional students (primarily international and resident alien students and bilingual Chicano students) could both compete with and assist students like themselves in language skills, to a regular class environment in which these students could participate successfully. A description of the two-quarter integrated package of courses includes enrollment policies, program goals, course descriptions, and subsequent course modifications. First quarter course offerings are listed as vocabulary development, reading comprehension and study skills, oral communication, interpersonal communication, improving spelling and punctuation, and writing grammatical sentences and developing organized paragraphs. Second quarter courses listed are a writing lab for personal writing, oral communication/group discussion, and a content course in a science or social science. (AEA)

ED 186 939 CS 205 596

Comprone, Joseph J.

An Integrative Model for Teaching Reading and Writing Based on Recent Research in Composing.

Pub Date-Mar 80

Note-16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, Developmental Stages, Educational Theories, *Integrated Curriculum, Learning Theories, *Models, Psycholinguistics, *Reading Instruction, *Reading Research, *Writing Instruction

Identifiers-Composition Process, *Holistic Approach, *Writing Research

The model for teaching reading and writing as integrated processes advocated in this paper is based on a holistic understanding of composing. Psycholinguistics, cognitive theory, and composing research are reviewed extensively in an attempt to clarify their theoretical implications for teachers of composing. Concepts discussed as applicable to an integrated model of teaching composing include the following: (1) reading is as much an act of composing as writing; (2) three types of speech social, inner, and written are interdependent and should be synthesized; (3) because learning is functional, the more abstract forms of written discourse must develop from functional intellectual contexts; and (4) because thinking develops by stages, a reader/writer can become more adept at controlling symbolic relationships unbound by the sensory world. (AEA)

ED 186 940 CS 205 599

Rimmer, Tony

Foreign News on UPI's A'' Wire in the USA: A Descriptive Analysis of Content for February 13-18, 1977.

Pub Date-May 80
Note-33p.; Paper presented at the Annual Meeting of the International Coummunication Association (Acapulco, Mexico, May 18-23, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bias, Communication Problems, Content Analysis, Developing Nations, *Foreign Countries, Journalism, *Media Research, *News Media, *News Reporting
Identifiers-*United Press International

A content analysis was conducted of the news transmitted on the premier, or A,'' wire of United Press International (UPI) to determine the amount of foreign news coverage for a six-day period. Foreign news stories were defined as those that originated from abroad, had a United States dateline but dealt with foreign material or were about foreign visitors to the U. S., or originated in international zones such as the United Nations. Data were collected on region and country of origin of the stories, story subject, news generating sources, and whether the stories presented a favorable, unfavorable, or neutral view of the country or region. Of the 604 stories analyzed, 214 dealt with foreign news. The analysis suggested that UPI's wire drew its foreign news material from a limited range of countries, tended to highlight a particular U. S. interest rather than report a country's news on its own merits, drew mainly from governmental sources, and was mainly concerned with political material, primarily in the foreign relations and diplomacy areas. To a lesser extent, it featured crime and disaster subjects, with the proportions of crime and disaster stories tending to increase in coverage of Third World regions. The findings support the view that wire service news flow is largely pro-Western and that the coverage of Third World events is superficial, focusing on violence and disasters rather than on positive developments. (FL)

Gilbert, William H.
The Nonstandard Speaker and Standard'' Writing.
Pub Date-Mar 80
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College English, Educational Objectives, Employment Potential, Higher Education, *Language Attitudes, *Language Standardization, *Nonstandard Dialects, Power Structure, Standard Spoken Usage, *Student Educational Objectives, *Writing Instruction

Before teachers can decide how to teach writing to nonstandard dialect speakers, they should determine whether college students can in fact learn to command a second dialect (in this case, Standard English), as well as the most effective way to provide access to command of Standard English while educating the public about the values of nonstandard dialects. In judging whether students should be required to learn written Standard English, teachers might examine the implications of Standard English as edited written English'' and as the white ruling class dialect,'' as well as the validity of claims about the need for Standard English in the world of employment. Although it is important for students to be able to read works of literature written in Standard English, the requirement that they themselves produce Standard English can easily threaten their sense of personhood. The key factor in adult learning of second dialects is motivation, which implies that students must decide for themselves whether the they want to learn Standard English. Students need to develop knowledge about the use of different dialects in different situations; therefore, teachers should teach all students about the systematic differences between standard and other dialects. Such teaching fosters respect for all dialects, as well as analytical intellectual growth. (GT)

ED 186 942 CS 205 603

McLeod, John

A Classroom Teacher's Aide: The Computer as a Generator of Materials.

Pub Date-Feb 80

Note-26p.; Paper presented at the Annual Meeting of the Canadian Symposium on Instructional Technology of the National Research Council (3rd, Vancouver, Canada, February 1980). Appendix may not reproduce clearly due to small print.

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Arithmetic, *Computer Assisted Instruction, Computer Assisted Testing, Computer Science Education, *Instructional Materials, *Learning Processes, Learning Theories, Spelling Instruction, Teacher Developed Materials, Teacher Education

The use of computer-produced materials remote from the terminal can revitalize teaching devices and techniques such as graded exercises, precision teaching, and even conventional text. Teachers need to be aware of inconsistencies in the quality of computer software and of logistical factors involved in the adoption of computer assisted instruction (CAI) in their schools. Six criteria that are relevant to learning in general against which the validity of a given program of CAI might be judged are (1) the law of frequency, (2) motivation, (3) multisensory stimulation, (4) attention, (5) learning by doing, and (6) analysis of learning task into concurrent components and prerequisite antecedents. Practice exercises in spelling and in basic arithmetic are good examples of computer-generated material. Such pedagogically sound teaching material can result from cooperative communication between good, competent, and articulate teachers on the one hand and good, competent, and understanding programers on the other. (An extensive

appendix includes figures that depict part of a computer produced diagnostic test, a computer version of an exercise in basic arithmetic, and a computer printout that illustrates the concepts of product-moment correlation and regression.) (AEA)

ED 186 943 CS 205 612

Moran, Charles

Teaching Teachers to Write: The Tutorial Approach.

Pub Date-Mar 80

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Experiential Learning, Expository Writing, *Feedback, Higher Education, *Inservice Teacher Education, *Institutes (Training Programs), Program Effectiveness, Program Evaluation, Secondary Education, Secondary School Teachers, Summer Programs, Teacher Attitudes, *Teacher Behavior, *Tutoring, Writing (Composition), *Writing Instruction

Identifiers-*Writing for Publication

In a summer institute, secondary school writing teachers improved their teaching and writing skills through teaching writing by the direct method and through participating in weekly writing tutorials. Too often, writing is taught through such indirect methods as work with grammars, rhetorics, and heuristics, which seem more attractive to teachers than working directly with student writers in the actual business of writing. However, the training of writing teachers should encourage the teaching of writing by the direct method and the most direct method is the writing tutorial. In the summer institute, teachers acted as editors during writing laboratory classes for high school students, and they participated in post-practicum sessions stressing the diagnosis of particuler examples of student writing. They also spent eight hours each week in expository writing on self-chosen topics and were tutored by institute staff members in open-ended tutorials emphasizing direct response to the writing at hand, examination of all rough drafts of a piece of writing, and sharing of writing by tutors. Teachers' essays were published in two volumes during the institute. A formal evaluation of the institute, which included a full-year follow-up, suggested that the institute had been remarkably effective in changing the teaching and editing behaviors of the teachers, as well as their attitudes toward themselves as writers. (CT)

ED 186 944 CS 205 613

Kimmel, Eric A.

The Yiddish Nursery Rhyme.

Pub Date-Apr 80

Note-36p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 10-12, 1980).

Pub Type- Creative Works (030) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childrens Literature, Cultural Context, Elementary Education, European History, *Folk Culture, *Jews, *Poetry, Social Environment, Translation, *Yiddish

Identifiers-*Nursery Rhymes

Following a brief discussion of the history of Yiddish children's literature, which is said to have come into existence as a separate literary form at the beginning of the twentieth century and to have ended in 1939, this paper presents 12 Yiddish nursery rhymes in Yiddish and in English translations. The rhymes are divided into four categories: folk and street songs, literary poems, message poems, and visionary poems. Notes are included that explain various aspects of the language and content of many of the rhymes. (GT)

ED 186 945 CS 205 615

Clifton, Linda J.

What If the Kids Did It?

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 10-12, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Evaluation Criteria, *Evaluation Methods, Grade 11, *Grading, *Group Activities, *Peer Evaluation, Rating Scales, Secondary Education, *Writing (Composition), *Writing Instruction

Identifiers-*Writing Evaluation

Students in eleventh grade composition classes in an Ephrata, Washington, high school work in groups to evaluate each other's papers, enabling teachers to handle many more papers in much less time than usual and developing students' writing and evaluatory skills. The sequence used for each course assignment is as follows: (1) The class reads and discusses samples of the kind of writing being assigned. (2) Students work on rough drafts. (3) The class discusses evaluation criteria and builds a rating sheet. (4) Students prepare final drafts. (5) Working in small groups, students read the finished papers and decide how to rate them; they write comments and explanations of their assessments on the papers. The teacher circulates to provide help as needed. (6) The teacher approves and records the assigned points, returning papers to the groups for reevaluation if it seems necessary. (7) Students are given their papers back the next day; papers with disputed grades are returned to the groups for reevaluation. This technique helps students understand how they will be judged, shows them the many ways readers can respond to their writing, and points up the many ways writers respond to a single assignment. (The paper includes charts describing the high school language arts curriculum and its composition strand, a description of the course assignment sequence, and an outline of a typical week's course work.) (GT)

ED 186 946 CS 502 843

Martin, R. Glenn

Preface to a Theory of Human Symbolic Interchange: An Essay on Communication. Curriculum Praxis, Occasional Paper Series No. 15.

Alberta Univ., Edmonton. Faculty of Education.
Pub Date-80
Note-30p.
Available from-Secondary Education Publications, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, *Communication (Thought Transfer), English Instruction, Higher Education, Language Role, *Philosophy, Secondary Education, Speech Communication, *Symbolism
Identifiers-Cassirer (Ernst), Kant (Immanuel), Langer (Susanne)

The subjectivistic problem for knowledge and communication associated with philosopher Immanuel Kant is that everything we know may in fact be determined by the structure of our own minds and not by the actual nature of external reality. Ernst Cassirer's contribution to the solution of this problem is the notion of symbols'' produced by the knower that are shared cultural products rather than merely private means of individual understanding. Susanne Langer has developed the notion of symbol as important not only in the communication of experience but also in its formulation. Building on the work of these philosophers, a theory of symbol asserts that human nature lends itself so well to symbolizing that symbols tend to assume the central role in our perception of reality. Symbols are developed in symbolic interchange with others, by which we attain symbolic maturities. Implications of this theory for English educators include the following: it promises to unite the divergent literature'' and communication'' emphases in English education; it may explain the relationships of the various arts; it might provide a potential framework for analyzing the relationships among conceptual frameworks; and tolerance might result from the realization that our own cherished views are not reality,'' but rather symbols. (DF)

ED 186 947 CS 502 849

Sharp, Harry, Jr.

Free Speech and Campaign Reform.

Pub Date-Feb 80

Note-18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising, Communication (Thought Transfer), *Federal Regulation, Financial Support, *Freedom of Speech, Information Dissemination, Mass Media, Political Attitudes, *Political Influences, *Politics

Identifiers-*Federal Election Campaign Act 1971, *Political Campaigns

The Federal Election Campaign Act of 1971, a political campaign reform measure, was enacted to limit campaign contributions and independent expenditures, to mandate disclosure of contributors, and to establish public financing of campaigns, all to minimize the opportunity for political corruption. Unfortunate implications of such reform on the exercise of free speech include the following: disclosure puts small controversial parties at a disadvantage, since its contributors must assume the risk of harassment; limitations on contribution or spending constitute prior restraint on the amount of political communication in which people can engage; in advertisements, independent contributors are forbidden to quote the candidate they support; partisan considerations in the Federal Election Commission could detrimentally influence third party funding and the timely release of funds to certain politicians; and campaign expenditure limits impair communication with voters. (DF)

ED 186 948 CS 502 853

Mesner, Linda Tuttle, George

Profiles of a Secondary School Speech Teacher: The Teacher's View.

Pub Date-Oct 79

Note-19p.; Paper presented at the Annual Meeting of the Illinois Speech and Theatre Association (Chicago, IL, October 18-20, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Research, Educational Research, *Extracurricular Activities, Instructional Materials, Secondary Education, *Speech Curriculum, *Speech Instruction, Surveys, *Teacher Education, *Teacher Responsibility, Teaching Load, Teaching Methods

Identifiers-Illinois

A survey of Illinois secondary school speech teachers was conducted in 1970 so that a profile of the secondary school speech teacher could be constructed from the perspective of how teachers view themselves. Replies were received from 55 teachers representing 37% of the sample and 12% of Illinois schools with speech activity programs. Among the results obtained about teachers' classroom activities were that the majority of teachers used an approach emphasizing performance skills; that while listening was studied in most classrooms, for the most part it was studied for less than 10% of the total class time; that teachers viewed themselves as communication models for students; and that teachers used a considerable amount of supplemental material in addition to lectures and textbooks. With regard to teacher preparation, it was found that the majority of speech teachers had majored in speech and that the majority who had done graduate work had done so in speech. Among the information obtained about extracurricular activities was that the typical speech activities were (in rank order) individual events, drama, debate, and public service communication; that administrative support for both curricular and extracurricular activities was perceived as strong; and that budget allocations for forensics varied greatly among schools. (GT)

ED 186 949 CS 502 891

Rodgers, Raymond S.

Generic Tendencies in Majority and Non-Majority Supreme Court Opinions: The Case of Justice Douglas.

Pub Date-Apr 80
Note-21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, *Court Litigation, Dissent, Federal Courts, *Persuasive Discourse, Research, Research Methodology, *Rhetoric, Rhetorical Criticism
Identifiers-*Douglas (William O), *Supreme Court

In order to test the opinion held by judicial and rhetorical scholars that distinct differences exist in rhetoric between majority and nonmajority Supreme Court decisions, an examination was made of 301 of Justice William O. Douglas' Supreme Court decisions. A hybrid methodology based on genre criticism and content analysis was used to examine the rhetorical samples in terms of the jurisprudential categories of natural law, positive law, and legal realism. Results indicated that Justice Douglas did not argue from different rhetorical-jurisprudential bases in his majority and nonmajority decisions. (DF)

ED 186 950 CS 502 903

Sillars, Malcolm O.
In Defense of Performance.
Pub Date-Apr 80
Note-7p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change, *Communication Skills, *Educational Objectives, Financial Problems, Higher Education, Information Seeking, Lecture Method, Oral Interpretation, Retrenchment, Secondary Education, *Speech Communication, *Speech Curriculum, *Student Participation, *Student Teacher Ratio, Teaching Methods, Theater Arts

The primary goal of speech communication teachers should be to help students learn to analyze and communicate information in interpersonal, group, and public situations a goal that can be reached only through a mixture of lecture, lecture/discussion, and performance approaches. Although administrators are currently proposing higher student/teacher ratios in response to educational budgetary problems, the exclusive use of the lecture method of teaching fails to help students develop the skills of finding, analyzing, and communicating information. The continuously changing nature of knowledge, the current knowledge explosion in many fields, and the enormous ongoing changes in mass media communications all suggest that the educated person should not merely store knowledge but should learn how to find and use knowledge. Performance-based approaches to speech communication education provide an understanding of the real problems of analyzing and communicating aesthetic knowledge and are thus valuable and necessary. To combat the academic forces that call for higher student/teacher ratios, speech communication teachers must define their programs in terms of benefits to students and must stand their ground in defense of performance. (GT)

ED 186 951 CS 502 905

Myers, Virginia

Organizing and Implementing a Conflict Resolution Workshop for K-12 Teachers.

Pub Date-Nov 79

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. HC Not Available from EDRS.

Descriptors-*Conflict Resolution, Educational Needs, Elementary Secondary Education, *Faculty Development, *Human Relations, Inservice Teacher Education, Program Design, *Program Development, Program Evaluation, Racial Integration, School Desegregation, *Speech

Communication, *Teacher Workshops

An approach to organizing and implementing a conflict resolution workshop for elementary and secondary teachers, developed for use in the Lubbock, Texas public schools, is presented in this paper. Before describing the approach, the paper cites the need for training teachers in human relations and conflict resolution, outlines a step-by-step process for the speech communication teacher to use when functioning as an inservice consultant, and suggests guidelines for conflict resolution. It then tells how a court integration order generated concerns about possible conflicts in newly integrated classrooms in Lubbock, describes procedures followed by a staff development committee in determining needs and exploring staff development approaches to facilitate implementation of the integration order, and reports the committee's recommendation that a human relations or conflict resolution training program be provided for teachers. Finally, the paper describes the two and one-half day workshop that was developed, noting that its objectives were to train building teams in basic communication, conflict resolution, and problem solving. It discusses the workshop planning process, describes the activities held during the workshop, and notes the successful outcome. Evaluation questions distributed to participants are included. (GT)

ED 186 952 CS 502 911

Glaser, Susan R.

A Rhetorical Approach to the Study of Psychotherapeutic Discourse.

Pub Date-Nov 79

Note-40p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Counselor Client Relationship, *Discourse Analysis, *Helping Relationship, *Interaction Process Analysis, Language Styles, *Persuasive Discourse, *Psychotherapy, Research, *Rhetoric, Rhetorical Criticism

Identifiers-*Communication Research

The study described in this paper illustrates how key features of rhetorical analysis can be operationalized to apply to the study of therapeutic transactions. After a discussion of psychotherapy as an influence process, the paper describes the methodology used in an analysis of tape-recorded discourse between three therapist/client dyads in an attempt to discover whether rhetorical activity transcends particular approaches to therapy. It discusses the rhetorical operations applied to the discourse and presents findings with respect to four rhetorical devices previously shown to discriminate between successful and unsuccessful therapeutic transactions: ethos appeals (in which therapists attempt to increase their perceived expertness, trustworthiness, and attractiveness), logical appeals, tension release mechanisms, and stylistic devices. For each rhetorical device, segments of therapeutic dialogue are presented and discussed to illustrate how the device functions as a rhetorical resource. The paper concludes by noting several values of the study, including its contribution to verification of the hypothesis that rhetorical criticism is useful in the study of therapeutic change; by pointing to needs for further research; and by outlining implications of the study for the training of therapists. (GT)

ED 186 953 CS 502 912

Louden, Allan D.
Coaching: A Humanistic Perspective.
Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Debate, Higher Education, *Humanism, *Humanistic Education, Persuasive Discourse, Secondary Education, *Student Teacher Relationship, *Teaching Methods

A humanistic approach to debate coaching enhances the ideal of free thought by opposing any censorship of ideas, promoting a wide variety of perspectives on human experience, and encouraging independent, critical thinking and problem solving. This is opposed to traditional authoritarian models in which the teacher is the powerful decision maker and dispenser of truth while the student is passive. The coach who approaches responsibilities from a humanistic perspective can offer the student far more than just a knowledge of the skills involved. A person-centered atmosphere can be created to draw on the vast resources that the individual brings to the activity, emphasizing process-oriented learning where much of the responsibility for success lies with the participants and the direction is self-initiated. (DF)

ED 186 954 CS 502 913

Meyrowitz, Joshua

Carter and the Evolution of Political Image.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Leadership Qualities, *Leadership Styles, Mass Media, *News Media, Political Influences, *Politics, *Presidents, *Public Opinion, Rhetorical Criticism, Speech Communication, Television
Identifiers-*Carter (Jimmy)

The present ``crisis of leadership'' in the United States presidency owes much to a communication environment that undermines the politician's ability to behave like and be perceived as a traditional ``great leader.'' Through constant electronic coverage politicians' freedom to isolate themselves from their audience has been limited, annihilating their ``rehearsal stage'' for public pronouncements, closing the distance between audience and performer, and costing politicians a great deal of control over their message and image. While old style ``great leaders'' could hide personal illnesses and problems from the public, by the time of Presidents Kennedy and Johnson such problems became public. Richard Nixon was a victim of publicized contradictions between public and private behaviors, while Jimmy Carter is the first president who has tailored his actions to the high visibility of the office by avoiding the traditional dramatic rhetorical style of the presidency, by playing down his own importance, and by attempting to say nothing which would be contradicted by anything the media could reveal. The twin demands for great powerful leaders and for fully open administrations may well be incompatible the familiarity fostered by electronic media all too easily breeds contempt. (DF)

ED 186 955 CS 502 914

Todd-Mancillas, William R.

Man-Linked Words and Masculine Pronouns: A Review of Literature and Implications for Speech and Communication Teachers and Researchers.

Pub Date-Apr 80
Note-29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, Higher Education, Language Attitudes, *Language Research, *Language Usage, Literature Reviews, Oral Language, *Sex Bias, Social Attitudes, *Speech Communication

Empirical studies that demonstrate probable gender biased perceptions resulting from the use of man-linked words and third-person, singular masculine pronouns are reviewed in this paper. Among the findings revealed by the review are: (1) there is a tendency for people to perceive man-linked words as more likely to refer to men than to women; (2) there is a tendency for people to perceive nonhuman-linked words as referring with approximately equal likelihood to both men and women; (3) the traditional generic "he" is not perceived as referring with equal likelihood to both male and female referents; (4) alternative pronoun constructions are perceived as neither more difficult to understand nor less esthetically pleasing than traditional generics; and (5) students

may learn to model teachers' oral usage of nontraditional generics. The paper makes suggestions for the adoption of alternatives to masculine generics in speech and communication teaching and research reporting, as well as suggestions for research and development activities. (FL)

ED 186 956 CS 502 915

Stacks, Don W. Burgoon, Judee K.

Violating Interpersonal Distancing Expectations, Distraction and Reward on Source Attraction, Credibility and Persuasion.

Pub Date-Apr 80

Note-47p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (50th, Birmingham, AL, April 8-11, 1980).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Skills, *Credibility, *Interpersonal Attraction, Interpersonal Competence, *Interpersonal Relationship, Nonverbal Communication, *Persuasive Discourse, Psychological Patterns, *Speech Communication

The role of two nonverbal variables, conversational distance and physical self-presentation, were examined as potential sources of distraction and for their consequent effects on susceptibility to persuasion. The distraction literature was reviewed and synthesized into five propositions, which served as a starting point for predicting how distraction should generally affect persuasion. A model of conversational distancing violations was then adapted to predict how nonverbal variables specifically might function as distractors. A total of 350 college students were then involved in an experiment that manipulated violations of distancing expectations and attractiveness of confederates. The results supported distance violations and physical appearance as sources of distraction and provided some support for the prediction that attractive individuals engaging in violations of expectations will serve as positive sources of distraction, leading to greater susceptibility to persuasion. Predictions regarding propensity to counterargue and derogate a source were not supported and raised questions about the measurement or conceptualization of the construct. (Author/FL)

ED 186 957 CS 502 917

Friedman, Paul G.

Communicating in Conferences: Parent-Teacher-Student Interaction.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80
Contract-400-78-0026
Note-71p.
Available from-Speech Communication Association, 5105 Backlick Rd., Annadale, VA 22003 ($3.00)
Pub Type- Guides - Non-Classroom (055) - Books (010) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Skills, *Conflict Resolution, Elementary Secondary Education, *Interaction, Parent Student Relationship, *Parent Teacher Conferences, Parent Teacher Cooperation

The communication processes involved in parent/teacher or parent/teacher/student conferences are addressed in this booklet. Noting that teachers handle most conferences without difficulty, the booklet concentrates on problem situations,'' such as when parents and teachers disagree, when misunderstandings occur, or when a student is not performing well. The six sections of the booklet discuss the theory of the various elements that make for effective conferences. Each section contains suggestions for pertinent activities to help teachers translate theory into practice. The sections follow roughly a chronological order, beginning with an outline of the preconference preparatory phase, proceeding to analyses of the initial interaction and the problem-solving process, continuing with a discussion of possible conflicts during conferences, and concluding with suggestions for alternative formats and postconference follow-up. (FL)

ED 186 958 CS 502 918

Henderson, Jerome D.

Self-Instruction in Basic Broadcasting Techniques.

Pub Date-Apr 80

Note-63p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Autoinstructional Aids, Behavioral Objectives, *Broadcast Industry, Course Content, Course Descriptions, Course Evaluation, *Curriculum Development, Curriculum Research, Films, Higher Education, Mastery Learning, *Production Techniques, *Programed Instruction, Radio, Television, *Television Curriculum, Videotape Recordings

A self-instructional approach used at Central Michigan University to teach basic broadcasting techniques to students in a basic production course is described in this paper. Separate sections discuss the following topics: (1) problems involved in attempting to provide large numbers of students with hands-on training in broadcast production; (2) selection of a self-instructional approach to learning based on the viewing of videotape presentations; (3) selection of the area of television production equipment operations for a pilot quasi-research study on the effectiveness of the self-instructional approach; (4) establishment of the television production unit; (5) instructional design, based largely on the use of mastery learning techniques; (6) expansion of the project to include radio and film instructional sequences; and (7) results obtained from an evaluation of the instructional method. Data are presented to show student levels of success in the individual components of the three units (television, radio, and film), and conclusions are drawn about areas of needed improvement. Appendixes, which comprise a major portion of the paper, present the basic production course syllabus, statements of educational objectives for each of 12 unit lessons, sample test items for the radio unit, illustrations and scripts used in the videotape presentations to explain console operations, and workbook pages dealing with console operations. (GT)

ED 186 959 CS 502 919

Ritter, Kurt W. Andrews, James R.

The American Ideology: Reflections of the Revolution in American Rhetoric. Bicentennial Monographs.

Speech Communication Association, Falls Church, Va.

Pub Date-78

Note-131p.

Available from-Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($5.75, SCA members 10% discount)

Pub Type- Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Civil Rights, *Cultural Images, Imperialism, *Intellectual History, *Persuasive Discourse, Presidents, *Revolutionary War (United States), *Rhetoric, Rhetorical Criticism, Speeches, *United States History, Values

Identifiers-Bicentennial

This monograph examines the way in which ideas emerged and grew in the rhetorical process of creating an American people, and the ways in which the ideas were transformed into fundamental symbols that have exerted their influence throughout United States history. The first chapter analyzes certain discourses of the American Revolution to show the rhetorical strategy developed by the patriots with the goals of destroying the British ethos and, at the same time, creating a new American ethos. The second chapter analyzes inaugural addresses of presidents from George Washington through Jimmy Carter to show how the rhetoric of these addresses attempted generally to bring to bear the prestige of the past in attacking contemporary problems, specifically employing and exploiting the influential ideas generated by the discourse of the Revolution. The final two chapters separately examine two controversies the imperialism debate at the turn of the twentieth century and the civil rights struggle of this century to elucidate the impact of the continuing rhetoric of the Revolution on specific American actions. In its conclusions, the monograph notes that the rheotric of the Revolution established a durable, adaptable ideology that has presided over the evolutionary processes of the United States. (GT)

ED 186 960 CS 502 920

Slater, Dan Elliott, William R.

Distinguishing Facts From Fictions: Television's Influence on Adolescents' Knowledge of Law Enforcement.

Pub Date-Apr 80
Note-32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Crime, Delinquency, *Law Enforcement, Perception, Police, Programing (Broadcast), Secondary Education, Secondary School Students, *Television Research, *Television Viewing
Identifiers-*Media Effects

A questionnaire survey was conducted to discern the effect of television police/crime programs on adolescents' knowledge of real life law enforcement activities. The sample population was composed of 313 average high school students, 160 students involved in a positive'' police situation through taking courses taught by police officers, and 84 students with negative'' police interactions (having records of law violation or delinquency). The questionnaire elicited information on television viewing habits and knowledge of real life law enforcement. Six items were used to test knowledge, each having a TV'' answer and a real life'' answer. The subjects were divided into categories of light, moderate, and heavy television viewers of law enforcement television programs. The hypothesis that as viewing level increased, the ability of a subject to discern fact from fiction would decrease was partially supported by the findings. The results also suggested that the influence of television as an instructor of statistics about law enforcement might not be significant, but that the influence of television's repetitious portrayal of certain police methods and behaviors might have an impact on adolescents' perceptions of social reality. (FL)

ED 186 961 CS 502 922

Stacks, Don W.

Violations and Persuasive Effects.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Communication (Thought Transfer), *Credibility, Distance, *Interpersonal Attraction, Interpersonal Competence, Nonverbal Communication, *Personal Space, *Persuasive Discourse, *Research Problems
Identifiers-*Communication Research

Recent research on the role of personal space has demonstrated the effects of violating or not violating a spatial norm on the perceived persuasiveness, credibility, and attractiveness of the message source. The persuasive impact of personal space violations has been difficult to interpret because of the failure to effectively manipulate source characteristics. Violations of personal distancing expectations also serve as a subtle form of distraction in the persuasive transaction. To resolve some of the research problems, studies might adopt interactional distances rather than imposing structured interactional distances on the subject. In terms of reward, problems associated with physical attractiveness seem to indicate the impossibility of truly finding the extremes of physical attractiveness. Finally, it is necessary to discover how distraction can be measured. (DF)

ED 186 962 CS 502 923

Skopec, Eric Wm.

Systems Theory as an Historiographic Perspective.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Historiography, Intellectual History, *Rhetoric, *Systems Approach

Important in the study of rhetorical history, systems theory advocates the reading of rhetorical works in their original climates, employing a macroscopic perspective and defining research problems with reference to rhetorical systems, including the rhetoric embodied in the treatise as well as in other treatises of the place or period. The total intellectual, cultural, and sociopolitical environment serves as the explanatory context. Among the values of the perspective are that it views the rhetoric of earlier ages in their own right without imposing alien concerns from another era; it cautions against efforts to recall classical doctrines in attempts to solve contemporary problems; and it directs attention to phenomena which might otherwise have escaped notice, such as the changing meanings of technical terms. Reservations concerning the use of systems theory as an historiographic perspective include the following: it would not be viewed as an exclusive frame for research; there is an unfortunate tendency to confuse theory and practice under the guise of pluralism; and some aspects of systems theory require considerably more precise definition. (DF)

ED 186 963 CS 502 924

A Study of Public Television's Educational Services, 1978-1979.
Corporation for Public Broadcasting, Washington, D.C.
Report No.-ISBN-0-89776-038-7
Pub Date-Feb 80
Note-88p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Audiences, *Educational Television, Educational Trends, Elementary Education, Instructional Materials, Postsecondary Education, *Programing (Broadcast), *Public Television, Questionnaires, Secondary Education, Surveys, Telecourses, *Television Research, Videotape Recordings

A survey was conducted of the educational services provided by public television licensees in 1978-79. Responses were obtained from 159 of the 166 licensees, a 96% return rate. Some of the key findings were: 94% of the public television licensees provided educational services in 1978-79, 76% provided more than one million copies of curriculum material to accompany their kindergarten through grade 12 (K-12) programing, and 66% delivered K-12 instructional television programs in nonbroadcast formats such as video tapes. Additionally, licensees reported servicing an estimated 36% of the potential K-12 market in their viewing areas, licensees have established regular liaisons with many colleges, 75% of the licensees plan to broadcast more postsecondary programing series, 65% expect to distribute more secondary programing in nonbroadcast formats, and 59% expect to increase use of nonbroadcast for postsecondary programing. (Appendixes include the survey instrument and a summary of reported public television educational services by state and licensee.) (MKM)

ED 186 964 CS 502 925

Spitzberg, Brian H.
Interpersonal Competence and Loneliness.
Pub Date-Feb 80
Note-33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Assertiveness, *Communication Problems, *Interpersonal Competence, Literature Reviews, Personality Traits, *Self Esteem, Social Adjustment, Social Development, *Social Isolation, Speech Communication
Identifiers-*Communication Apprehension, *Loneliness

This paper examines the essential skill components involved in interpersonal competence and the relationship between a deficit of such skills and loneliness. The various sections of the paper discuss the nature of loneliness, the nature of interpersonal competence, the causes of competence and incompetence, and the relationship between the development of competence and loneliness. The paper concludes that loneliness, when not situational in nature, is the result of impaired empathic and role-taking abilities and that this impairment usually originates in infancy when crucial attachment needs or role models are denied to the child, thus setting in motion a cycle of events and processes that causes a person to withdraw socially. The implications of this conceptualization for education and research are also discussed. (FL)

ED 186 965 CS 502 926

Keller, Jo

General Semantics in the Labor Room.

Pub Date-Apr 80

Note-23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Birth, *Language Patterns, Language Usage, Literature Reviews, *Semantics, Speech Communication, *Stress Variables

This paper provides a review of some basic general semantic principles and then applies them to the area of prenatal classes and labor room practices. It first presents an overview of the principle that language is not a neutral factor in human perceptions but an active, reactive force. Next, it looks at the relationship between language and situations of stress, especially the unique stress of childbirth. It then discusses the major schools of childbirth education and examines their educational programs in terms of their application of language principles. This examination identifies the fear-tension-pain syndrome as a strong part of the foundation of childbirth education and points out three close relationships between childbirth education instruction and general semantics techniques: (1) indexing, which calls for the realization that every person or object is different at each different point in history; (2) the use of semantic relaxation to reduce tension; and (3) the use of positively associated words. The paper concludes that all three of these areas appear in the practice of childbirth education techniques of psychoprophylaxis and natural childbirth. (FL)

ED 186 966 CS 502 928

Smith, Robert Rutherford
Beyond the Wasteland: The Criticism of Broadcasting. Revised Edition.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
Speech Communication Association, Falls Church, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0026
Note-119p.
Available from-Speech Communication Association, 5105 Backlick Rd.,
Annandale, VA 22003 ($5.00)
Pub Type- Information Analyses (070) - Information Analyses - ERIC
Information Analysis Products (071) - Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Broadcast Industry, *Content Analysis, English Instruction, Evaluation, *Evaluative Thinking, *Programing (Broadcast), Radio, Secondary Education, Secondary School Teachers, *Television, *Television Viewing
Identifiers-*Criticism

This second edition of Beyond the Wasteland'' provides an updated review of broadcast criticism. It offers teachers information to sharpen their own critical capacities and help for exploring media criticism with their students. It also provides suggestions and contextual insights for the mass media researcher. The book is divided into two parts. The first part discusses the aims and varieties of criticism, mythology and the criticism of broadcasting, structuralist critics and broadcasting, public policy and the criticism of broadcasting, and criteria for evaluating broadcasting. Issues in broadcast criticism are discussed in the second part of the book, including broadcast journalism, cable television, and the social effects of broadcast criticism. (RL)

ED 186 967 CS 502 931

Higdon, Philip R.
The Burger Court and the Press.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-0020
Pub Date-May 79
Note-8p.
Pub Type- Collected Works - Serials (022) - Information Analyses (070) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Court Doctrine, *Court Litigation, *Federal Courts, *Freedom of Speech, Journalism, *News Media
Identifiers-*Supreme Court

This report discusses recent cases involving freedom of the press that have been heard before the Burger court of the United States Supreme Court. The report discerns a trend toward treating the press like an ordinary citizen; this is a reversal of the view of the Warren court that the First Amendment creates special rights for the press so that it may perform a watchdog function on the three branches of government. Also noted is a trend toward curtailing the rights and privileges of citizens in general. Among the cases reviewed are First National Bank of Boston v. Bellotti,'' Zurcher v. Stanford Daily,'' and Houchins v. KQED.'' Cases the court refused to hear and thus let stand are cited, and a partial press victory, Landmark Communications, Inc. v. Virginia,'' is noted. (DF)

ED 186 968 CS 502 932

Boileau, Don M. And Others

A Debate Judge Certification Test: Development and Operation on a State Wide Scale.

Pub Date-Nov 79

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, *Debate, Evaluation Criteria, *Evaluation Methods, *Judges, Persuasive Discourse, Qualifications, Secondary Education

In 1978-79 the Michigan Interscholastic Forensic Association adopted a three-part testing procedure to certify debate judges and make them eligible for officiating at district and state tournaments. The development and application of the procedure required a blending of debate principles and administration. Certification as a debate judge required attendance at an analysis session, passing a 50-item test on debate theory, and the successful completion of a sample ballot after viewing a videotaped debate. During the 1978-79 year of pilot-testing these procedures, 176 people took the certification test and an initial passing rate of 89.8% was achieved. During two more years of using the procedures, more evaluation data will be collected and revisions of the test forms will be made. (Author/RL)

ED 186 969 CS 502 935

Macklin, Thomas And Others

Gender Differences in Perceptions of Female and Male Co-Interactants.

Pub Date-Apr 80
Note-29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitudes, Behavioral Science Research, *Group Behavior, *Group Discussion, Higher Education, *Individual Characteristics, Interaction, *Interaction Process Analysis, *Sex Differences, Speech Communication, Statistical Analysis
Identifiers-*Communication Research

After 177 college students in 49 groups participated in group tasks, their perceptions of those groups and individuals in the groups were analyzed for gender differences. In the discriminant analysis of the three interpretable factors for perception of groups (group cohesiveness, power, and personality), gender was a predictor of an individual's perception of group climate. Females generally thought the group was cohesive regarding the task, that some individuals exhibited more power than others, and that participants were personable. Males tended to have the opposite viewpoints. Factor analyses of reactions to individual group members produced one interpretable factor, social competence, that accounted for 83% of the variance. When social competence was analyzed by gender, no substantial differences in factor structures were obtained. Both males and females rated females as more socially competent than males. Similar analyses for gender distinctions of task, group composition, and group size did not prove statistically significant. Evidently the type of people participating in the group discussions, not the structure of the situation, was important in deciding reactions to individual group members. (The anomaly of males and females having traditional perceptions for group climate yet undifferentiated perceptions for individuals is discussed.) (RL)

ED 186 970 CS 502 937

Cegala, Donald J.

A Model of Interpersonal Persuasion.

Pub Date-Nov 79
Note-35p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Interaction, *Interpersonal Competence, Models, *Persuasive Discourse, Rhetoric, Self Esteem, *Speech Communication
Identifiers-*Audience Analysis

The traditional views of audience analysis and rhetorical strategy are examined in terms of modifications necessary for application to persuasion in interpersonal communication contexts. To obtain guidance for ways in which the traditional concepts may be modified, a framework consisting of selected work by Erving Goffman and Ernest Becker is presented. From this framework, four elements needed by a social actor to be a successful interpersonal persuader are developed: self-esteem, social knowledge, a repertoire of face-saving strategies, and instrumental orientation (motivation to engage in goal-directed behavior). The implications of these elements for audience analysis and rhetorical strategy are then examined. (Author/FL)

ED 186 971 CS 502 938

Melton, Rex

Television's Effect on Eye Gaze, Topic Shift, Amount of Talk and Topical Agenda during Dyadic Interaction.

Pub Date-Feb 80
Note-29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, College Students, *Communication (Thought Transfer), Eye Movements, *Interaction, *Interaction Process Analysis, *Interpersonal Relationship, *Television Research, Television Viewing
Identifiers-*Communication Research, *Conversation, Dyadic Communication, Media Effects

An exploratory study was conducted of the ways people accommodate television in social interaction in contrast to the way they accommodate other individuals. Videotapes were made of five dyads composed of members of a college speech course who were told to wait in a small room before they were needed for a study. Each dyad was subjected to four different five-minute conditions: (1) they were left alone; (2) a confederate was brought in, presumably also to wait for the study; (3) a videotape recording of a television talk show was turned on; and (4) one dyad member was asked to leave the room, after which the videotape was either left on or turned off. Subjects then completed questionnaires about their experiences. Analyses of the data regarding frequency of eye gaze shift and topic shift, amount and content of talk, and self-report responses suggested that television reduces the amount of interpersonal interaction, influencing patterns of eye contact, number of topics discussed, and overall amount and content of conversation. Among the other conclusions were that interaction is partially determined by construction of a shared social reality; that when television is present it generates a substantial number of the messages in verbal interaction; and that television is perceived as less obtrusive and less threatening than interpersonal interaction. (GT)

ED 186 972 CS 502 939

Blair, Carole

Thomas Paine's Common Sense'': A Study in Polarity.

Pub Date-Nov 79
Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activism, *Colonial History (United States), *Persuasive Discourse, Political Socialization, *Rhetoric, Rhetorical Criticism
Identifiers-*Paine (Thomas)

Thomas Paine's Common Sense,'' published in 1776, was a significant rhetorical event, having a polarizing effect on a situation marked by confusion and conflicting loyalties, in which prevailing views favored reconciliation of the American colonies with England. Paine's rhetoric intensified the conflict, forcing a cognitive restructuring of the context by placing two opposing forces in wholly contrary positions. Rhetorically, Common Sense'' moved from a discussion of current loyalty affiliations to a denial of those loyalties and through a conflict process in order to achieve the end of independence. Available alternatives were restructured into two mutually opposed options. The subverted group was hyperbolized in strength and motive, forcing a readjustment of power and motives within the opposing affirmed group. All those who were not in support of the affirmed image were relegated to the subverted group and discursively eliminated. (DF)

ED 186 973 CS 502 940

Gorden, William I. Infante, Dominic A.

System Involvement for Women Subordinates: Relations with Communication and Personality Variables.

Pub Date-May 80

Note-17p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 18-23, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, Clothing, *Employed Women, *Employee Attitudes, Interpersonal Relationship, Job Satisfaction, Multiple Regression Analysis, Nonverbal Communication, *Participation, Personality Traits, *Predictor Variables, *Secretaries, Work Attitudes, *Work Environment

Identifiers-*Communication Research

It was hypothesized that the quality of superior-subordinate communication relationships, self-esteem, clothing consciousness, impulsiveness, and intellectual interest would account for a significant

portion of variance in a multiple regression equation of female subordinates' system involvement. This hypothesis was tested with data from 164 female clerical and personal secretaries who were at an educational seminar. Results of a step-wise multiple regression analysis suggested that subordinates' system involvement could be predicted by communicative relationships with superiors and to a lesser degree by clothing consciousness. Self-esteem, impulsiveness and intellectualness were considered trivial as predictors when compared with the two major perspectives. System involvement correlated significantly higher with superior-subordinate communication than any other variable. (RL)

ED 186 974 CS 502 941

Austin, Bruce A.

Commercial Network Television: Strategies for Programming and the Content of Prime Time TV, 1976-1979.

Pub Date-Apr 80

Note-29p.; Paper presented at the Annual Meeting of the Popular Culture Association (10th, Detroit, MI, April 16-19, 1980). Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Commercial Television, Comparative Analysis, Content Analysis, *Programing (Broadcast), *Scheduling, *Television Research, *Television Viewing

The 1976-79 schedules of the three major television networks were analyzed to determine what strategies were used to organize prime time schedules and what types of programs appeared during prime time viewing periods. Five essential programing strategies were identified: fraction of selection (cost versus reward), lowest common denominator (wide audience appeal), least objectionable program (compared to other programs on at the same time), program continuity (the nightly flow'' of a network's programing), and counterprograming (providing different program content from the other networks). The homogeneity of prime time content was demonstrated both quantitatively and qualitatively for all three years. The same four program types (comedy, crime drama, drama, and movie) accounted for more than 75% of the prime time menu for all three years. The data clearly indicated an absence of choice for the television audience. Whereas imitation is profitable for the network, the outcome for the viewer is redundant banality. The bulk of television content, then, is popular in the sense of mass viewership; yet there are few really viable alternatives within the structure of that content. The technological innovations and other programing systems that are now developing may provide television viewers a wider selection of program material. (RL)

ED 186 975 CS 502 942

Meyer, Janice Jones

Exercises for Beginning and Group Interpretation Courses.

Pub Date-Apr 80
Note-13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (71st, Ocean City, MD, April 24-26, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Activities, Dramatics, Higher Education, *Narration, *Oral Interpretation, Oral Language, *Poetry, *Story Telling, Teaching Methods, *Theater Arts
Identifiers-*Oral Literature

Composing oral poems and storytelling are two exercises that speech teachers can use in oral interpretation courses. Conducting the oral poetry exercise early in an introductory interpretation course allows students to become acquainted with each other and to encourage each other while sharing something of themselves with the entire class. This exercise begins with an introduction to the oral tradition and examples of the oral tradition in popular culture. After the teacher composes an oral poem for the class while some of the students record the poem as it is composed, the class discusses aspects of the oral tradition further. Then the teacher's poem is recomposed, comparing the similarities and differences of the two versions. Subsequently, all the students get opportunities to compose and record oral poems. A second exercise, one that can be used in classes on chamber theatre, is storytelling performing as a narrator while other class members act out the parts of the story's characters. This exercise promotes a discussion of the differences in narrative control, narrative attitudes, and the relationships between the narrator, the audience, and the scene. (RL)

Francesconi, Robert
Carter's July Energy Speech: Preparing the Ground for Action.
Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Energy Conservation, *Federal Government, *Persuasive Discourse, *Political Attitudes, *Presidents, Public Opinion, Rhetorical Criticism, *Speeches
Identifiers-*Carter (Jimmy)

President Jimmy Carter's televised address on energy, July 15, 1979, illustrates the principle that rhetoric serves as a transformer, taking issues involving incompatible and insatiable demands and converting them to forms amenable to solutions. The address depicted three distinct yet related scenes: (1) the immediate scene of the energy crisis; (2) the political scene of Carter's role efficacy, and more generally, the responsibility of government; and (3) a vast scene of national values and identity. Carter attempted to unite each of these units into an explanatory whole that would set the conditions necessary for concrete action to take place. The effect of the address was generally positive, as it was heard by an estimated 100 million people, and poll results indicated a rise in Carter's approval rating. While the address failed to move Congress toward passing an energy program, it succeeded as the first step on Carter's ascent in public opinion. (DF)

EA

ED 186 977 EA 012 346

Alden, John W., Ed. Dubaldi, Linda, Ed.
Volunteers in Education: Future Public Policy.
National School Volunteer Program, Inc., Alexandria, Va.
Spons Agency-Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.
Pub Date-Mar 79
Note-153p.
Available from-National School Volunteer Program (NSVP), 300 North Washington Street, Alexandria, VA 22314 ($15.00 for NSVP members; $25.00 for nonmembers)
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - General (140)
Document Not Available from EDRS.
Descriptors-Citizen Participation, Educational Development, Educational Economics, Elementary Secondary Education, Futures (of Society), Government School Relationship, National Programs, Older Adults, *Paraprofessional School Personnel, Public Policy, State Programs, *Volunteers, Youth, Youth Employment, Youth Opportunities
Identifiers-*National School Volunteer Program

These 21 articles about the current status of school volunteer programs were originally packaged as background reading for participants in the National School Volunteer Program's November 1978 conference on the role of volunteers in meeting critical national needs. The material, including excerpts from speeches given at the program's February 1978 annual meeting, addresses the volunteer's potential as a paraprofessional in education rather than as a member of an advisory group or decision-making body. The volunteer is considered as a humanizing element in the school and also as a resource, providing tutoring in academic subjects as well as offering first-hand practical knowledge. The opportunities to use both young people and older adults are discussed. Financial aspects of planning volunteer programs are explored. State and local programs are analyzed briefly to provide an idea of the current situation and possibilities for future development. An annotated bibliography of 25 items in the field is included. (PGD)

ED 186 978 1 EA 012 550

Maidment, Robert

A Faculty-Initiated Plan for Staff Development Putting All Begs in One Ask-It.

Pub Date-Apr 77
Note-7p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Guides, Elementary Secondary Education, Program Descriptions, *Staff Development

This paper offers principals a practical, six-hour plan for facilitating faculty development. Each phase, along with a suggested time limit, is described as follows: (1) 15 minutes participants (faculty, support personnel, and citizen representatives) divide into groups of seven; (2) 75 minutes group compiles a list of this we believe'' statements concerning instruction of the young; (3) 15 minutes break; (4) 75 minutes group prioritizes all statements; (5) 60 minutes group specifies forces that are helping or hindering them in their quest for improvement; (6) 60 minutes group proposes 2-3 items that would bring about the desired condition; (7) 40 minutes group suggests specific staff action; and (8) 20 minutes critique. During the final phase, lasting about two weeks, departments, grade-level groups, or teaching teams are asked to rank order the items in terms of priority and commitment. The principal then prepares an implementation plan based on the collected data.(Author/LD)

ED 186 979 EA 012 563

Ortiz, Flora Ida

Career Change and Mobility for Minorities and Women in School Administration.

Pub Date-Apr 80

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrators, *Educational Administration, Elementary Secondary Education, Employed Women, Ethnography, *Females, Hispanic Americans, *Minority Groups, *Principals, *Superintendents

Identifiers-*California

This study reports on career change and mobility for women and minorities in school administration. Descriptive data were collected between 1974 and 1979 in southern California school districts, using an ethnographic method. Interview data were collected from 350 school administrators. The first section describes women in school administration (including women as specialists, as elementary principals, a[illegible]n token and line positions. The second section examines minorities in school administration (including Hispanic female administrators) and minorities as principals, superintendents, and central office personnel. (Author/LD)

ED 186 980 EA 012 598

Maidment, Robert Losito, William F.
Ethics and Professional Trainers.
Pub Date-Jan 80
Note-16p.
Available from-American Scoiety for Training and Development (Organization Development Division), P.O. Box 5307, Madison, WI 53705
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Codes of Ethics, *Consultants, Decision Making, *Ethics, *Trainers

An intense interest and concern for morality has emerged among professionals in training and development, as well as in the other professions. While there are some professionals who blatantly abuse their responsibilities to clients, most professionals make ethical errors because of some basic misunderstandings, such as considering moral judgments merely matters of opinion, failing to attend to moral considerations for psychological reasons, or depending too strictly on professional codes for specific direction in moral matters. A look at typical situations faced by trainers and consultants suggests that moral questions vary in complexity and that turning to colleagues for advice in making some decisions is wise. While not necessarily unethical in themselves, the poorly thought-out attitudes of some professionals toward their responsibilities to clients can lead to several identifiable types of unethical behavior. Analysis and discussion of such situations and behaviors among themselves can help professionals maintain moral awareness. (Author/PGD)

ED 186 981 EA 012 616

Van Patten, James J.

Reflections on Obligation, Professionalism and the 21st Century.

Pub Date-80
Note-20p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Futures (of Society), Moral Issues, Moral Values, *Quality of Life, *Social Responsibility, Standards, Technological Advancement

A moral order exists that imposes on human beings an obligation toward other human beings, both present and future. This obligation includes making sure that the environment is maintained in a way that will provide for the basic human needs of future generations; accepting the responsibilities of professionalism, including the maintenance of professional standards and of a commitment to the continued learning necessary for coping with a changing world; and assessing and managing scientific and technological developments carefully. Improving international communications requires all human beings on Earth to join in accepting these obligations. (Author/PGD)

ED 186 982 EA 012 622

Matthews, Marvin R.

Changing Role of the Principal in California. An Education Planning Center Report. Revised.

Los Angeles County Superintendent of Schools, Calif.

Pub Date-5 Feb 80

Note-38p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education, Administrator Qualifications, *Administrator Role, Educational History, Elementary Schools, Federal Legislation, Literature Reviews, *Principals, State Legislation, State Standards

Identifiers-*California

In this report, the f[illegible] a series, literature on the changing role of the principal is reviewed in an attempt to define the contemporary principalship. Areas discussed are (1) the legal designation of the principal according to California law, (2) the evolution of the position, (3) such external pressures as urbanization and the scientific management movement, (4) the impact of federal and California state legislation, (5) variations in the conception of the principal's role during the twentieth century, (6) the shift since 1940 to a more open management style requiring new skills on the part of the principal, and (7) problems in the training and credentialing of California's principals. In general, the pressures being placed on principals from all sources are seen to be growing, while no means have yet been found for alleviating or redistributing those pressures. (Author/PGD)

ED 186 983 EA 012 629

Wilkes, Christopher D. And Others

Centralization and Tighter Coupling in Education Through Program Evaluation. Project Report No. 79-A6.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-OB-NIE-G-78-0212

Note-37p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability, Centralization, Elementary Secondary Education, Government School Relationship, Institutional Autonomy, Power Structure, *Program Evaluation

Identifiers-California

Program evaluation, the evaluation of the performance of a unit of an organization (rather than of specific persons within that unit) against criteria that are consonant with the goals of other units in the organization, is currently the most important mechanism for the increased coordination, or coupling, of various hierarchical levels in the educational structure and for the increased centralization of control of schools. Examination of program evaluations in California schools over recent years reveals that while tight coupling does not yet exist between state policies and the activities of school districts and local schools, changes in certain aspects of program evaluation provide the foundation for tighter coupling. These changes include, most notably, the tendency of program evaluations to increase in importance throughout the life span of the programs evaluated. The institution of sanctioning processes, or the real or perceived threat of such processes, often urged during periods of fiscal restraint and made more practicable by the tendency toward increases in the specificity of program goals, could make tight coupling a reality in the schools. (Author/PGD)

Salomon, Gavriel And Others

School Governance and Sociological Correlates: Summary of Secondary Analyses of the Environment for Teaching Data. Project Report No. 79-A8.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Grant-OB-NIE-G-78-0212

Note-190p.; Occasional small print may not reproduce clearly.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, Administrator Attitudes, Correlation, Elementary Education, Job Satisfaction, Multidimensional Scaling, Research Methodology, *School Organization, Statistical Analysis, Tables (Data), *Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale

Identifiers-California (San Francisco Bay Area), *Stanfords Environment for Teaching Program

Stanford's Environment for Teaching study involved analysis of data collected in 1973 and 1975 by questionnaire and interview from 188 principals and over 200 teachers from a stratified sample of 46 elementary schools drawn from 34 San Francisco Bay Area school districts. Using aggregate indices, the study examined data relating school complexity (both organizational and instructional), morale, satisfaction with decision-making, and strategies for control, influence, coordination, compliance, and support between teachers and principals. The original data and some additional data on academic achievement in the classrooms of the teachers interviewed have been reanalyzed using a new method of data reduction that isolates variables more precisely, takes into consideration whether principals or teachers provided the information analyzed, and correlates the results with school complexity. While replications of the original analyses were successful, new and interesting patterns were revealed. The major finding of the new study is that patterns of association vary radically with the domain (for example, morale) and source of information, a finding that was obscured by aggregation in the original analyses. The reanalysis raises the question, Which structural properties of the school are loosely coupled and which are not?'', and offers tentative hypotheses. (Author/PGD)

ED 186 985 EA 012 631

Field, Alexander J.

Microeconomics, Socialization, and Norms. Program Report No. 79-B22.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Grant-OB-NIE-G-78-0212
Note-38p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Economic Factors, *Economics, *Game Theory, Group Dynamics, Human Relations, Socialization, Social Psychology, Theories
Identifiers-*Microeconomics

Microeconomic theory encompasses two basic theoretical concepts. First is the theory of general competitive equilibrium in a market economy, which holds that the actions of any one agent cannot affect prices or quantities for the system as a whole. The second is that when the conditions of competitive equilibrium do not apply, theories of games come into play. Games may involve cooperation, in which case payoffs to the agents involved are equal, or competition, in which case payoffs are unequal. Communication makes solutions easier in problems of cooperation, but provides no guarantee of success in problems of competition. Despite the self-serving tendencies of individuals in groups and the frequency with which competitive situations arise within groups, the ability of groups to exist and function provides evidence that social norms and conventions affect the behavior of group members. These social norms must, therefore, be considered in addition to the game theory aspects of microeconomic theory when an adequate model of group behavior is being sought. The socializing impact of such institutions as education must be explored, understood, and integrated into microeconomic theory before economic behavior can be explained adequately. (Author/PGD)

ED 186 986 EA 012 632

Pacheco, Arturo

Educational Vouchers and Their Implications for Equity. Program Report No. 80-B2.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Grant-OB-NIE-G-78-0212

Note-38p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Educational Change, Educational Demand, Educational Opportunities, Educational Supply, *Educational Vouchers, Equal Education, Family Role

Identifiers-*Coons (John), *Sugarman (Stephen)

There has always been a tension in any form of democracy between the public good, majoritarian consensus, and the rights of minority groups and individuals. Some proponents of educational voucher plans suggest that putting more control in the hands of individuals through a laissez faire educational system will be in the public interest. John Coons and Stephen Sugarman claim that the family is the ideal educational decision-maker, that the best interest of the child must be given priority in educational decision-making, that this best interest'' lies in the development of the individual's autonomy, and that the quality of education will improve if educational suppliers must meet the demands of their clients. Coons and Sugarman also argue that educational diversity would foster a consensus supporting the present political system, would prove more democratic, and would reduce racism while increasing integration. These claims have no basis in established fact, but instead form a political argument that appeals to the currently popular but conflicting desires held by a number of widely divergent groups across the country. (Author/PGD)

ED 186 987 EA 012 642

Calabrese, Marylyn E. And Others

Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Coordinator's Manual.

Tredyffrin/Easttown School District, Berwyn, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Grant-G007605341
Note-64p.; For related documents, see EA 012 643-645.
Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($1.50; $17.75 for set of 4 Manuals; add 20% for shipping)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, *Change Agents, *Committees, Elementary Secondary Education, *Federal Programs, *Models, Program Descriptions, Program Development, *Sex Fairness
Identifiers-*Tredyffrin Easttown School District PA

This manual, one of four related documents, is an overview of a program in the Tredyffrin/Easttown School District (Pennsylvania) to remove sex bias from the curriculum, from extracurricular activities, from guidance materials and practices, and from personnel practices. The first part of the manual describes the model in terms of its rationale, definitions, goals, descriptions, and operating principles. The second part discusses the relationship between the program, and those involved: the coordinating committee, program coordinator, parents, community, school board, staff, students, and others. The third part explains how to set the process for change into motion and then maintain the momentum until the district has reached its goals for sex fairness. (Author/LD)

ED 186 988 EA 012 643

Calabrese, Marylyn E. And Others

Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage One Manual: Preparing for Change.

Tredyffrin/Easttown School District, Berwyn, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Grant-G007605341

Note-207p.; For related documents, see EA 012 642-645.

Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($4.00; $17.75 for set of 4 Manuals; add 20% for shipping)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Guides, *Administrator Role, Elementary Secondary Education, Literature Reviews, *Needs Assessment, Program Descriptions, Records (Forms), School Surveys, *Sex Fairness, *Sex Stereotypes

Identifiers-*Tredyffrin Easttown School District PA

This manual, one of four related documents, is the first stage in a sex fairness program implemented in the Tredyffrin/Easttown School District (Pennsylvania). Section 1 helps a school district's coordinating committee study district needs for sex fairness. It illustrates how to define needs by gathering pertinent information and how to establish both sex fairness guidelines and an implementation plan based on those needs. Copies of guidelines and self-evaluation checklists are included. Section 2 outlines a workshop conducted by a steering committee to help administrators understand their role in the program. Section 3 contains readings that explain how the processes of socialization and change relate to sex fairness in education. An annotated bibliography is included. (Author/LD)

ED 186 989 EA 012 644

Calabrese, Marylyn E. And Others

Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage Two Manual: Planning the In-Service Program.

Tredyffrin/Easttown School District, Berwyn, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Grant-G007605341
Note-155p.; For related documents, see EA 012 642-645.
Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($3.75; $17.75 for set of 4 Manuals; add 20% for shipping).
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Employed Women, *Inservice Education, Instructional Materials, Literature Reviews, Objectives, Parent Participation, Program Descriptions, *Program Development, *Sex Bias, *Sex Fairness
Identifiers-*Tredyffrin Easttown School District PA

This manual, one of four related documents, is the second stage in a sex fairness program implemented in the Tredyffrin/Easttown School District (Pennsylvania). It is designed to help a school district plan an inservice program on sex-fair education for teachers, administrators, and parents. The first section describes the two steps in the inservice process, namely, developing an overall structure and schedule for the inservice program and planning individual inservice meetings. It gives specific directions for designing the program structure, preparing and leading meetings, and evaluating individual sessions as well as the total program. The remaining two sections describe activities and resources for planning inservice meetings. Twenty sample activities are grouped under the following categories: understanding sexism, becoming sex-fair, dealing with sexist materials, making sex-fair assignments, and involving parents. Each activity offers a description of its intended audience, objectives, time required, procedures for use, and alternate uses. A final section of resources offers both selected readings and an annotated bibliography on the subject of sex-fair education. (Author/LD)

ED 186 990 EA 012 645

Calabrese, Marylyn E. And Others

Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage Three Manual: Revising the Curriculum.

Tredyffrin/Easttown School District, Berwyn, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Grant-G007605341
Note-421p.; For related documents, see EA 012 642-644.
Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($6.50; $17.75 for set of 4 Manuals; add 20% for shipping)
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, Art, Business Education, *Curriculum Development, Elementary Secondary Education, Home Economics, Instructional Materials, Language Arts, Literature, Literature Reviews, Mathematics, Music, Program Descriptions, Reading, Second Languages, *Sex Fairness, United States History
Identifiers-Tredyffrin Easttown School District PA

This manual, one of four related documents, is the last stage in a sex fairness program implemented in the Tredyffrin/Easttown School District (Pennsylvania). It outlines a practical process any district can use to make its curriculum sex-fair. The first part describes a series of workshop meetings in which members of the curriculum revision committee can learn how to identify and change bias in all parts of the curriculum. It begins with an overview of the process, spells out agendas and tasks for each workshop session, and supplies a list of resources. The second part of the manual provides sample sex-fair teaching materials for nearly every subject and grade, grouped under separate headings for elementary and secondary schools. (Author/LD)

ED 186 991 EA 012 650

Webb, L. Dean

Financing Capital Outlay. A Report to the Joint Select Committee on Tax Reform and School Finance of the Arizona Legislature.

Pub Date-Jun 79
Note-45p.; For a related document, see EA 012 651.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Capital Outlay (for Fixed Assets), Educational Finance, *Equalization Aid, Full State Funding, *Grants, Needs Assessment, Program Descriptions, Resource Allocation, *School Construction, *State Aid, *State Programs

Patterns of state aid for capital outlay and debt services range from full state assumption to no state participation. This paper, one of two related documents, examines current issues in state aid for capital outlay and then details five schemes employed by states that participated in the financing of local school building construction. The five schemes, which are accompanied by a brief description of each state program, include full state funding, state and local sharing, state flat grants, state equalizing grants, and state loans. The final section of the paper analyzes current essential practices for the development of alternative models when designing capital outlay programs. These include determination of need, allocation procedures, use of proceeds, and source of funds. (Author/LD)

ED 186 992 EA 012 651

Webb, L. Dean

Equity in State Provisions for Financing Capital Outlay.

Pub Date-Mar 80

Note-39p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980). For a related document, see EA 012 650.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Capital Outlay (for Fixed Assets), Educational Finance, Equalization Aid, Full State Funding, *Grants, *Needs Assessment, Program Descriptions, *Resource Allocation, *School Construction, *State Aid, State Programs

Identifiers-School Building Authorities

This paper, one of two related documents, is a summary of research presented to the Arizona state legislature concerning the participation of various states in the financing of capital outlay for school building construction. Along with a description of the various support programs, consideration is given to the questions of who determines need, how the monies can be used, and how the programs are funded. The six allocation procedures, which are accompanied by a brief description of each state program, include full state funding, approved project cost grants, state flat grants, state equalizing grants, state loans, and the use of school building authorities. Also discussed are the advantages and disadvantages of each allocation procedure. A final section analyzes determination of need in various states. (Author/LD)

ED 186 993 EA 012 656

LaPlant, James

Principals Inservice Program.

Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date-Aug 79
Note-23p.; For a related document, see EA 012 657. Figure 2 may not reproduce clearly.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Innovation, Elementary Secondary Education, *Inservice Education, *Leadership Training, *Principals, Professional Development, Program Descriptions
Identifiers-Collegial Support Groups, *Principals Inservice Program

As the most significant change agents in the school setting, principals must reestablish their educational leadership in order to effect significant program improvements. The Principals Inservice Program is designed to provide a continuous process of professional development. This approach is in contrast to the typical inservice program which consists of a smattering of unrelated activities that promote an awareness that is never put to practical use. The Principals Inservice Program has three phases. First, professional development is oriented around identification and pursuit of personal goals. A collegial support group helps the principal in this effort. Second, the leadership abilities developed in the first phase are applied to a practical improvement project in the principal's own school. Finally, the principal's experience is assessed and preparations are made to begin again with the first phase. (Author/PGD)

ED 186 994 EA 012 657

LaPlant, James

Inservice Education for Principals. (The State of the Art).

Pub Date-14 Nov 79

Note-19p.; For a related document, see EA 012 656.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Characteristics, Administrator Role, Elementary Secondary Education, *Inservice Education, Literature Reviews, *Principals, Professional Development, State of the Art Reviews

Published descriptions of inservice education for elementary and secondary administrators focus on what is being done, by whom it is being done, and the intent or goals of the programs. Program effectiveness, or the lack thereof, is seldom reported. Studies of inservice programs reveal agreement on program weaknesses but little consensus on the details of alternative processes or on desirable goals. Few inservice programs feature improvement of administrator effectiveness through examination of individual performance and adoption of programs incorporating ongoing development. Typical inservice experiences involve attendance at unrelated, topic-oriented conferences and workshops. Current inservice programs tend to be either informal projects of individual administrators or specialized short-term programs sponsored by, and meeting the needs of, universities, large urban school districts, state or federal categorical programs, professional associations, or private organizations. The topics covered generally focus on management skills or contemporary issues without addressing the larger question of how the principal can be instrumental in school improvement. (Author/PGD)

ED 186 995 EA 012 660

Quality in Australian Education.
Australian Coll. of Education, Carlton, Victoria.
Pub Date-78
Note-183p.; Not available in paper copy due to small print of parts of original document.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum, *Disadvantaged, *Educational Quality, *Educational Research, Elementary Secondary Education, Parent Participation, Program Descriptions, *Rural Schools, *School Role, *Socioeconomic Background, Student Attitudes

Identifiers-*Australia

This book is a compilation of 13 speeches given at a 1978 conference in Canberra, Australia on the theme of quality education in the Australian system. Some of the topics covered include the disadvantaged schools' program, the school as a social agency, quality education in rural schools, curriculum and the socially disadvantaged, parental involvement in the education of the disadvantaged, home background and its effect on schooling, student attitudes toward school, student achievements in the arts, and educational research. A final chapter summarizes reports of subconferences that met to discuss and make recommendations on preprimary, primary, secondary, and postsecondary education as well as lifelong learning. (LD)

ED 186 996 EA 012 661

The Community and Education.
Australian Coll. of Education, Carlton, Victoria.
Pub Date-77
Note-228p.; Not available in paper copy due to small print of parts of original document.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Community Education, *Community Involvement, *Community Schools, Elementary Secondary Education, Higher Education, *School Community Relationship, *Teacher Role
Identifiers-*Australia, England

This book is a compilation of 16 speeches given at a 1977 conference in Adelaide, Australia on the theme of community education. Topics covered include definitions and meanings of community education, the relationship between schools and the community, and the role of teachers in school-community relationships. The final chapters discuss community education in South Australia, Victoria, and England. (LD)

ED 186 997 EA 012 665

Zibilich, Foster

Alternative Tuition Plans for Your High School.

Pub Date-Apr 80
Note-7p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New Orleans, LA, April 7-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Parent School Relationship, Private School Aid, *Private Schools, Student Costs, *Tuition

Negotiated Tuition is a program, appropriate to private schools, in which a school representative discusses in an interview with parents what the school provides, what the per pupil costs are, and what the parents feel they can afford to pay in tuition. It is assumed that parents enroll their children in nonpublic schools because they believe it is in the best interest of the children, and that if they understand the costs for the option they have chosen they will be willing to pay more for it. The success of the program depends on a positive public relations effort and trained, personable negotiators. (Author/PGD)

ED 186 998 EA 012 666

Stahl, Wayne K.

The Illinois Board of Higher Education: The History of a Strong Statewide Coordinating Agency.

Pub Date-8 Apr 80
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Board of Education Role, *Government School Relationship, *Higher Education, State Action, *State Boards of Education, State History, State Legislation, Statewide Planning
Identifiers-*Illinois State Board of Higher Education

The development of control over and coordination of higher education at the state level in Illinois during the first half of the twentieth century is discussed, and events leading up to the creation of the Illinois State Board of Higher Education in 1961 are outlined. The development of the board's authority and power in the areas of new program approval, existing program review, budgetary control and review, master planning (including creation of systems of governance), and administration of state and federal aid programs are analyzed. The board is described as successful, and this success is attributed to highly dedicated and talented board members, chairmen, directors, and staff; good coordination and communication within the board's organization and between the board, the state governor's office, the legislature, and the institutions of higher education; and a creative and forceful interpretation of the statutes creating the board and defining its role and authority. (PGD)

ED 186 999 EA 012 667

Webster, David S. Moore, Richard W.

Liberal Arts College Presidents: How They Perceive Their Students, Faculties, and Colleges.

Pub Date-11 Apr 80

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes, *College Presidents, Higher Education, Interviews, Private Colleges, Self Evaluation (Groups), Teacher Administrator Relationship

During the late 1970s the Higher Education Research Institute of Los Angeles conducted open-ended interviews with 45 presidents of private, liberal arts colleges that had received grants from the Exxon Education Foundation between 1973 and 1977. The responses indicated that the collegiate style of governance exists at these schools only in limited form. The presidents displayed very ambivalent views of their faculty members. Typically, they praised their faculties' teaching abilities to the skies but otherwise found the faculties fractious, argumentative, and difficult to deal with. In evaluating their campuses' strengths and weaknesses, the presidents manifestly used subjective norms. They obviously measured their own schools not against national norms but against a small group of other colleges of the same approximate quality, in the same geographical area, or under the sponsorship of the same sect, as their own. (Author/PGD)

ED 187 000 EA 012 668

Sjogren, Jane

Federal Policy Trade-Offs Between Equity and Efficiency.

Pub Date-Mar 80
Note-23p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980). Tables 1 and 2 may not reproduce clearly.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Equal Education, *Federal Aid, *Federal Programs, *Government Role, *Resource Allocation
Identifiers-*Elementary Secondary Education Act Title I

This paper discusses potential trade-offs between equity and efficiency as they pertain to the implementation of federal policy in education. It is the policy analyst's role, the paper says, to investigate the existence and magnitude of such trade-offs in a manner most useful for policy-making. The first section reviews the rationale for a federal role in education. The second section briefly describes the characteristics of the current federal role. The third describes how and why the objectives of equity and efficiency apply to federal education policy. The subsequent section discusses Title I of the Elementary Secondary Education Act, as an example of federal policy in education. The final section reviews the findings of an empirical analysis of Title I as it applies to the question of assessing equity and efficiency trade-offs in federal education policies. (Author)

ED 187 001 EA 012 669

Brown, Byron W. Saks, Daniel H.

Research Issues Concerning the Production and Finance of Schooling. Research Series No. 65.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Dec 79
Note-33p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.75).
Pub Type- Reports - Descr[illegible]41)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, Equal Education, Input Output Analysis, *Mathematical Models, Productivity, *Time Factors (Learning)
Identifiers-Beginning Teacher Evaluation Study

Using data collected in a beginning teacher evaluation study, this paper attempts to show that time is an important input in producing learning. First the paper discusses equalization of tax bases in school districts, inequality in the distribution of inputs, and the importance of multiple outputs in schools. Next it describes an economic model of production and choice that can be used to understand and explain the large variation in the amounts of resources mostly time that students receive. The paper concludes that a critique of the traditional economic models used in education research can be made into a constructive economic theory of schooling. (Author/LD)

ED 187 002 EA 012 670

Garibaldi, Antoine And Others

In-School Alternatives to Suspensions: An Exploratory Analysis of Four Sites.

J W K International Corp., Annandale, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-11 Apr 80
Contract-400-78-0067
Note-64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Table 2 may be illegible.
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Models, *Nontraditional Education, *Program Evaluation, *Suspension

This report describes the methodology and summarizes the findings from field research conducted in four school districts during 1978-79 on inschool alternatives to suspension programs. Data were collected on program history, philosophy, structure, operational characteristics, student characteristics, and program impact. Methods used included open-ended interviews with program staff, administrators, parents, and teachers; direct observation; and a review of student record data for the 1977-78 school year. Findings indicated that no one successful or generic model for an inschool suspension program exists and that districts with such programs will continue to suspend students out of school. Also, no clear or consistent pattern of association exists between membership in a program and race, sex, grade level, or conduct marks. Recommended for further study are the processes for increasing the meaningful involvement of parents in school discipline and suspension, and the processes for assisting teachers to deal more creatively with discipline-related problems. (Author/LD)

ED 187 003　　　　　　　　　　　　EA 012 671

Harsh, J. Richard

Implications of Competency Testing for Curriculum and Instruction.

Pub Date-30 Oct 79

Note-12p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Miami Beach, FL, April 19-23, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Definitions, Elementary Secondary Education, *Minimum Competency Testing, School Districts, State Legislation

This paper examines some of the negative consequences that have occurred in school districts attempting to comply with state legislation in regard to competency testing. It analyzes four definitions of competency assessments for elementary schools and then lists several possible results of a hasty response to competency testing mandates. The paper concludes that competency based education is a movement that may provide many worthwhile outcomes if sufficient time and resources are devoted to developing definitions that are commonly understood and valued by educators and society. In addition, the paper says, it is essential that such definitions are carefully articulated with the goals of education. (Author/LD)

ED 187 004 EA 012 672

Graesser, Cheryl C.

Bargaining Process and Outcomes for Teams and Individuals: An Experimental Investigation.

Pub Date-Apr 80
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Collective Bargaining, *Graphs, *Group Dynamics, *Individual Characteristics

Most of the research on bargaining has focused on individuals bargaining against other individuals. This paper discusses two experiments in which the bargaining processes and outcomes of bargaining teams were compared to those of individual bargainers. Individuals bargained against a single other in the first experiment, while a two-person team bargained against a single other in the second experiment. The bargaining issues were defined by a set of continuous profit graphs that had three levels of slope: steep, medium, and shallow. In each experiment, a design was used whereby each of 18 same-sex bargaining units reached nine decisions based on a factorial presentation of the three profit slopes. Results indicated no significant differences between teams and individuals in either the obtained outcomes or the bargaining process. The paper concludes that for collective bargaining, the characteristics of an individual bargaining representative may be more crucial than the size of a bargaining team. (Author)

ED 187 005 EA 012 674

Dauterive, Barbara Lynn

A Study of the Relationship Between Administrative Behavior of Principals and Goal Accomplishment of Schools.

Pub Date-80

Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (1980).

Pub Type- Speeches/Meeting Papers (150) - Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Job Skills, Literature Reviews, *Models, *Principals, *Program Effectiveness, *Success

Identifiers-*Halpin Model

The objective of this dissertation proposal was to propose a study to determine the relationship between administrative skill and goal accomplishment. The paper begins with a review of the literature and a discussion of the Halpin model to promote the development of a theory of administration. Next, the proposed study is explained. According to the paper, the Ledbetter rating scale will be administered to all principals in the Orleans Parish Public School System and a questionnaire on organizational climate will be administered to participating teachers.

In addition, data pertaining to student achievement scores and suspension records will be collected from the schools. Specifically, the proposed study will investigate the use of human, technical, and conceptual skills by administrators in their job performance, measure the effectiveness of the school via its goals, and determine the relationship between the administrator's use of skills and the effectiveness of the school. (Author/LD)

ED 187 006 EA 012 676

Camp, William G.

Educator Perceptions of Student Discipline.

Pub Date-Apr 80

Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Attitudes, *Behavior Rating Scales, *Comparative Annlysis, *Discipline Problems, Rural Schools, Secondary Education, Social Science Research, State Surveys, Suburban Schools, Tables (Data), *Teacher Attitudes, Urban Schools

Identifiers-*Indiana

This paper reports on a survey of Indiana public secondary educator perceptions of student discipline problems. An extensive list of specific student misbehaviors are rated by respondents answering the following four questions. Which misbehaviors are problems in the area of discipline? How often does each occur? How serious would it be when, or if, it occurs? How much would it interfere with the learning environment? Comparisons are made between responses of teachers and administrators. A second set of comparisons are made among urban, suburban, and rural respondents. Major findings were that most serious problems occur only rarely and that the least serious behaviors occur most frequently. (Author)

ED 187 007 EA 012 679

Lisella, Carmine Schwartz, Patricia

The Implications of Granting New Jersey Teachers the Right to Strike: A Public Policy Statement.

Pub Date-Dec 79
Note-64p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Rights, Elementary Secondary Education, *Labor Legislation, Public Policy, State Legislation, *Teacher Strikes
Identifiers-*Assembly Bill 455 (New Jersey 1978), New Jersey, *Pennsylvania

Strikes are generally accepted as legitimate prerogatives of employees bargaining with employers in the private sector. Two broad questions must be answered when considering whether the right to strike should be granted public employees, including teachers. First, what are the distinctions between the public and private sectors that can reasonably support denying the right to strike to some employees? The evidence suggests that distinctions have been exaggerated and that only workers in truly essential services such as police and fire protection can reasonably be denied strike privileges. Second, do constitutional and statutory guarantees of civil rights outweigh the interests of the state in denying public workers the right to strike, and can there be true collective bargaining without such rights? Again, the evidence supports granting the right to strike. These issues can be argued in both legal and practical terms. The experience of Pennsylvania, the primary example of abuse of the right to strike, proves on examination to be the product of a unique situation and an originally inadequate law. An appendix includes the text of New Jersey Assembly Bill 455 of 1978 which this document was written to support. (Author/PGD)

Andrews, Greg, Ed.
School Based Decision Sharing . . . Some N.S.W. Case Studies.
Pub Date-79
Note-76p.; Some pages may be marginally legible due to light print of original document. Document prepared through the New South Wales School Based Decision Sharing Project.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Case Studies, *Community Involvement, Curriculum Development, *Decision Making, Elementary Secondary Education, *Parent Participation, *School Community Relationship
Identifiers-*Australia (New South Wales)

This document contains case studies of school-based decision sharing in New South Wales, Australia. Each study examines issues such as goals of the program, implementation, problems, and success factors. Examples of topics discussed in the case studies include parent and community involvement, the school advisory council, and staff involvement in curriculum development. (Author/LD)

ED 187 009 EA 012 681

Andrews, Greg

Structures for School-Community Based Decision Sharing.

Pub Date-80

Note-80p.; Document prepared through the New South Wales School Based Decision Sharing Project.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Advisory Committees, *Case Studies, Catholic Schools, *Community Involvement, *Decision Making, Elementary Secondary Education, *Parent Participation, Private Schools, *School Community Relationship, School Districts

Identifiers-*Australia (New South Wales)

This publication contains case studies of the educational decision-making process in New South Wales and other Australian states. According to the publication, some form of school council or board is the most common decision-making structure used in the schools. A selection of the structures currently being used that involve community representatives as well as professional staff is described. Case studies are discussed under the following topics: state school systems, Catholic systemic schools, independent schools, school advisory councils, committee structures, boards of management, and overseas schools. Sources for further information are given at the end of each case study. (Author/LD)

ED 187 010 EA 012 683

Blake, Roy F.

The Administrative Internship: Current Trends.

Pub Date-Feb 80

Note-47p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980). Tables may be marginally legible due to small print of original document.

Available from-Department of Educational Foundations and Administration, University of Arizona, Tucson, AZ 85721 ($1.00)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education, Admission Criteria, *Certification, *Degree Requirements, Higher Education, *Internship Programs, Objectives

This study attempted to determine the nature of the internship as it is currently being used in administrative preparation programs. Data collection included site visits, phone interviews, and written documentation from seven state agencies and 20 institutions of higher learning. The results showed that no universal pattern exists in regard to the requirements of an administrative internship for certification. In states where specific competencies are prescribed for the internship, the various institutions add additional competencies that are generated by the department acting either on its own or in consort with the field in a formal or informal way. Finally, even when the internship is not specified by certification requirements, a majority of institutions include it as a component of their degree programs for preparation of school administrators. The second half of the paper analyzes the purposes, structures, and specific practices of internship programs in various institutions. (Author/LD)

ED 187 011 EA 012 686

Watkins, Arthur Noel

Actual and Ideal Decision-Making Processes Utilized in Senior High Schools That Individualize Instruction. Technical Report No. 460.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-OB-NIE-G-78-0217
Note-288p.; Report from the Project on Studies of Administration and Organization for Instruction.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Administrator Role, Change Strategies, *Decision Making, High Schools, *Individualized Instruction, *Instructional Innovation, Organizational Theories, *Principals, *School Organization, Teacher Administrator Relationship, Teacher Participation
Identifiers-Individually Guided Education

The purpose of this study was to identify and describe the decision-making processes in senior high schools that were implementing programs of individualized schooling. Field methodology, including interviews, observations, and analysis of documents, was used to gather data in six senior high schools of varying size located throughout the country, diverse in socioeconomic levels, and varying in ethnic composition. Conceptual frameworks from Individually Guided Education (IGE) literature and from change, decision, and organization theories were used to describe underlying philosophies of decision-making; the structures, processes, groups, and organizational dimensions for decision-making; the involvement of personnel in the decision-making process; and satisfaction of school personnel with structures, processes, and involvement in decision-making. Among the major conclusions of the study are that the decision-making structures and processes utilized within the school make a significant contribution to the successful implementation of individualized schooling; and that the principal performs a major role in determining the decision-making policy and in implementing the decision-making structures and processes. As a result of these and other conclusions, numerous implications for practice and further research were suggested. (Author/MLF)

ED 187 012 EA 012 687

Verwey, C. T.

The Use of Statistics on Repeaters for Educational and Manpower Planning. Lecture-Discussion Paper No. 8.

University of the Orange Free State, Bloemfontein (South Africa).

Pub Date-Nov 78

Note-23p.; Not available in paper copy due to small print of original document.

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Failure, Cohort Analysis, Cost Estimates, Dropout Rate, *Dropouts, *Educational Planning, Elementary Secondary Education, Foreign Countries, *Grade Repetition, Human Capital, *Labor Supply, Matrices, School Holding Power, *Statistical Data, Student Attrition

Identifiers-South Africa

Educational planners are concerned with the inflow of pupils in order to plan for adequate facilities and sufficient teachers. Statistics on repeaters, however, enable the determination of the flow of pupils through and from the educational system. Since repeaters cost educational systems double in the form of expenses for teachers and equipment, statistics on repeaters can be used in the educational planning process. Reasons for the incidence of repeaters may be traced by means of an analysis of the statistical data. Repeater statistics also make a valuable contribution by increasing the accuracy of the determination of the supply of manpower according to educational level. A technique for representing pupil flow and an extension of the technique in order to determine the supply of manpower are both demonstrated. (Author/MLF)

ED 187 013 EA 012 689

Ritter, Paul M.

The Business Manager in the Independent School.

National Association of Independent Schools, Boston, Mass.

Pub Date-79

Note-49p.

Available from-National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($5.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Qualifications, *Administrator Responsibility, *Administrator Role, *Administrators, Administrator Selection, Budgeting, Building Operation, Educational Finance, Elementary Secondary Education, Food Service, *Occupational Information, Personnel Management, *Private Schools, Purchasing, School Maintenance, Student Transportation, Turf Management, Volunteers

The responsibilities of the school business manager have grown more complex since this manual was first published in 1967. As a consequence, this edition updates it and defines the complexities that have evolved since then. The guide begins with an outline of the work of the business manager and the relation of that work to the rest of tbe school. The outline is based on accepted theory and analysis of representative situations in National Association of Independent Schools (NAIS) member schools. The background and experience of the qualified business manager and where to look for this person are discussed in the next chapter. This is followed by a discussion of the business manager's role in attending board meetings, as supervisor, and as participant in fund-raising activities. Relations with alumni, parents, and faculty are also discussed. The final chapter contains a detailed discussion of various specific responsibilities of the business manager: bookkeeping and accounting, purchasing, budgeting, buildings and grounds, food service, transportation, personnel management, long-range planning, insurance, volunteer services, electronic data processing, government regulations, and legal matters. The appendix contains a sample job description for the position of school business manager. (Author/MLF)

ED 187 014 EA 012 690

Miller, Marilyn F. DuVall, Charles R.

An Annotated Bibliography of Literature Dealing With the Issues of Sectarian Schools and Vouchering.

Indiana Univ., South Bend.

Pub Date-Nov 79

Note-22p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Catholic Schools, *Educational Vouchers, Elementary Secondary Education, Federal Aid, Federal Legislation, *Government School Relationship, *Private Schools, *Tax Credits

Entries in this annotated bibliography are listed under five headings. (1) Sectarian Schools - Critical; this contains 30 citations from periodicals and New York Times'' articles, editorials, letters, and advertisements. (2) Sectarian Schools - Balanced; this contains 36 citations from periodicals and New York Times'' articles and letters. (3) Vouchering - Favorable; this has four citations from periodicals. (4) Vouchering - Balanced; this has two citations from periodicals. (5) Vouchering - Critical; this contains three citations from periodicals and the Times Educational Supplement.'' (MLF)

ED 187 015 EA 012 691

Newton, Robert R.

Lay Leadership in Catholic Schools: Dimensions and Dilemmas.

Pub Date-Oct 79
Note-16p.; Paper presented at the Annual Meeting of the Chief Administrators of Catholic Education (Albuquerque, NM, October 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Boards of Education, *Catholic Educators, *Catholic Schools, Elementary Secondary Education, *Lay People, *Lay Teachers, *Leadership Responsibility, Nuns, Policy Formation, *Priests

The declining number of priests and nuns as teachers in Catholic schools, combined with the increasing emphasis placed on the role of the laity is shifting responsibility for leadership in Catholic schools to lay persons. The impact of this shift is being experienced in three areas: a new vision of the ministry of teaching'' which places lay teachers on an equal footing with religious teachers; the involvement of the laity on policy-making boards of Catholic schools and school systems; and the increasing need to foster rather than assume the existence of a community spirit in Catholic schools. Each of these trends presents both a serious opportunity and a significant challenge. (Author/MLF)

ED 187 016 EA 012 692

Morris, John E. Bennett, Roy M.

Leadership Styles of Principals and Supervisors: An Application of the Grid Technique.

Pub Date-79
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competence, Curriculum Development, Elementary Secondary Education, *Leadership Qualities, *Leadership Styles, *Principals, *Supervisors, Tables (Data)

This study investigated leadership styles of principals and instructional supervisors as they performed specific supervisory tasks. Twelve supervisory competency areas were investigated. Of the 238 classroom teachers participating in the study, 129 identified principals and 109 identified instructional supervisors as the person responsible for providing supervision for them. Analysis of data compares principals to supervisors on the leadership dimensions of concern for task and concern for people in each competency area. Significant differences in leadership behavior were found only in the supervisory competency area of curriculum change. Application of the leadership grid seems to reveal that teachers view supervisors as being more concerned for both task and people than are principals. (Author)

ED 187 017 EA 012 693

Wendling, Wayne

Expenditures and Tax Capitalization: Its Relation to School Finance and Tax Reform. Report No. F79-11.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Note-52p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Finance, *Finance Reform, Fiscal Capacity, Literature Reviews, *Property Taxes, Public Schools, *State Aid

Identifiers-*Capitalization (Finance)

Variations in public services and tax rates among communities may cause property values to vary, a concept referred to by economists as capitalization. The purpose of this booklet is to describe and evaluate the implications of capitalization primarily for school finance changes and secondarily for property tax changes. Section 1 describes the conditions necessary for capitalization and the process of capitalization itself. Section 2 presents several theories discussed in the literature and several studies that have measured the magnitude of capitalization. Section 3 analyzes both the short- and long-term capitalization effects of specific changes in state aid with attention to aid for public schools. The appendix offers an annotated bibliography. (Author/LD)

ED 187 018 EA 012 694

Compensating the Superintendent (Full Report).
American Association of School Administrators, Arlington, Va.; National School Boards Association, Washington, D.C.
Pub Date-79
Note-71p.; Exhibit A-4 and B-1 may not reproduce clearly due to small print.
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00825; $15.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Evaluation, *Board of Education Policy, *Compensation (Remuneration), *Decision Making, Elementary Secondary Education, Occupational Information, *Superintendents

This handbook on determining superintendent compensation is designed as an aid to school boards and superintendents who are in the process of determining superintendent compensation. It outlines a number of practical steps that school boards and superintendents can take in arriving at a rational and equitable compensation decision and provides an analytical framework and rationale for these steps. The handbook includes five chapters. Each chapter contains background information and specific discussion of discrete steps in the compensation process. These steps include (1) establishing a salary framework within which comparative superintendent salary data may be placed, (2) assessing the value of the position of superintendent, (3) evaluating the superintendent's performance, (4) providing those compensation elements that meet board of education and superintendent objectives, and (5) making the final decision regarding superintendent compensation. The appendices present current and historical data on superintendents' contract salaries and how they compare with selected salaries of other administrators, and summarizes some of the more common fringe benefits in use today. (Author/MLF)

ED 187 019 EA 012 695

Total School Energy Management Program.

Energy Education Programs, Woodstock, Ill.
Spons Agency-Department of Energy, Washington, D.C. Office of Consumer Affairs.
Report No.-DOE/CA/0012-01
Pub Date-Mar 80
Contract-EU-R-02-0012
Note-197p.; Some pages may not reproduce clearly due to small print.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 061-000-00396-7; $8.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Role, *Curriculum Development, Curriculum Evaluation, *Educational Facilities Improvement, Educational Facilities Planning, Elementary Secondary Education, *Energy Conservation, Facility Guidelines, Instructional Materials, Management Teams, Motivation Techniques, Program Administration, *Program Development, *School Buildings, *Student Transportation, Teacher Motivation, Thermal Environment
Identifiers-*Energy Audits

This energy management program is intended to give school administrators some ideas about how to get started in managing energy conservation. An Implementation Guide provides options and step-by-step approaches for marshaling resources and organizing to get a program off the ground. A Curriculum Review and Development Guide includes general

approaches for identifying energy-related concepts and bringing the topic of energy into the existing curriculum. A Guide for Facilities Management includes technical steps that administrators and staff can take. These are organized according to whether they are low-budget corrective measures or conversions involving capital expenditures; and whether they involve energized systems (mechanical devices), passive systems (building structure), or human systems (operating and maintenance). A complete Transportation Management Guide provides a similar program outline to save energy in transportation systems. An appendix lists a number of Department of Energy publications on energy conservation for school buildings. (Author/MLF)

ED 187 020 EA 012 697

Bernhardt, Victoria L.
Projecting Student Enrollments: A Basic Step in Comprehensive School District Planning for Declining Enrollment.
Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Grant-NIE-G-78-0078
Note-166p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Case Studies, *Declining Enrollment, Elementary Secondary Education, *Enrollment Projections, *Models, *Research Methodology
Identifiers-Austin School District TX, *Eugene Public Schools OR, Philadelphia School District PA, Seattle Public Schools WA

Implementing an enrollment projection methodology and a planning methodology in a school district is often a complex problem because many possibilities exist. The purpose of this study is to demonstrate that successful research techniques used by some school districts can instruct other districts about methods and aims to pursue or avoid in enrollment projection efforts. The four case studies explained in this document describe enrollment projection methodologies presently used in four metropolitan areas that are experiencing declining enrollments and drastic population shifts. The book also describes methodologies for projecting individual school enrollment and two enrollment projection methodologies that incorporate variables other than past enrollment trends. The latter procedures land use adjustment and the balancing factor are examples from the Eugene (Oregon) school district. (Author/LD)

ED 187 021 EA 012 698

Basic Skills, 1979. Hearings Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Sixth Congress. First Session on Examination of Basic Skills Achievement Designed to Assist Both States and Local School Districts to Expand and Improve Their Programs in Basic Skills in the Elementary and Secondary Grades.

Congress of the U.S., Washington, D.C. Senate Subcommittee on Labor and Human Resources.

Pub Date-79

Note-1,193p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Achievement Tests, *Basic Skills, *Competency Based Education, *Educational Legislation, Educational Policy, Elementary Secondary Education, *Hearings, *Reading Achievement

Identifiers-*Boston Public Schools MA, *Congress 96th, Indiana, Massachusetts

This book is a collection of congressional hearings that examine basic skills achievement in schools across the country. The purpose of the hearings was to assist both local school districts and states to expand and improve their programs in basic skills in the elementary and secondary grades. The witnesses' testimony is presented chronologically followed by articles and publications related to the topic. Examples of other information included are policy statements and regulations from Massachusetts and a reading achievement study in Indiana. (Author/LD)

ED 187 022 EA 012 699

Johnson, Marilyn Crowley, John

Women and Men on School Boards: A Summary Report to Participants in a Study of Thirty-Seven New Jersey Boards.

Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 78

Grant-NIE-G-77-0045

Note-42p.; Not available in paper copy due to marginal legibility of original document. Occasional paragraphs may not reproduce clearly.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Boards of Education, Comparative Analysis, *Educational Attitudes, *Females, *Individual Characteristics, *Males, *Sex Fairness, Tables (Data)

Identifiers-*New Jersey

This report presents selected research results on the backgrounds, attitudes, and activities of a special sample of New Jersey school board members. The purpose of the study was to determine the influence of women board members on decision-making. Members of 37 New Jersey boards were interviewed in 1978. This report highlights the research findings in three major areas. The first section examines backgrounds, motivations, and circumstances of election or appointment of participants in the study. The second section is devoted to a comparison of women and men in their roles as board members. The third section presents an analysis of attitudes and board activity in an area of special significance to male-female roles in society. The paper concludes that differences between women and men found in the research imply subtle but discernible alterations in the functioning of school boards as women come to make up half the membership. (Author/LD)

ED 187 023 EA 012 700

Legislative History of Public Law 96-88, Department of Education Organization Act. Part 1 and Part 2. 96th Congress, 2d Session. Committee Print.

Congress of the U.S. , Washington, D.C. Senate Committee on Government Operations.

Pub Date-80

Note-1,866p.; Not available in paper copy due to illegibility of sections of document.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF16 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Legislation, Elementary Secondary Education, *Federal Legislation, Higher Education, *History

Identifiers-*Department of Education Organization Act

These two books contain the historical documents that led to the signing into law of the Department of Education Organization Act (Public Law 96-88). Included are thousands of pages of congressional testimony, reports, and floor debates. Part 1 deals with Senate action, including introduction of the bill; part 2 reproduces House, conference, and executive action. (Author/LD)

ED 187 024 EA 012 701

Zaccor, James V.

An Empirical Study of Earth Covered Schools in Oklahoma. Final Report.

Oklahoma Civil Defense Agency, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.; Scientific Service, Inc., Redwood City, Calif.

Spons Agency-Federal Emergency Management Agency, Washington, D.C.

Pub Date-Nov 79

Contract-DCPA01-78-C-0265

Note-57p.; Not available in paper copy due to light print of original document.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Building Operation, Civil Defense, Construction Costs, *Cost Effectiveness, *Educational Facilities Design, *Emergency Programs, *Energy Conservation, Facility Case Studies, Fallout Shelters, Radiation, Real Estate, School Maintenance, *Social Attitudes, Space Utilization, Tables (Data), *Underground Facilities

Identifiers-*Oklahoma

A study of earth-covered schools in Oklahoma was conducted for the Federal Emergency Management Agency (FEMA) to assess the viability of these structures as learning and teaching environments, as cost beneficial investments, and as potential shelters from natural and man-made disasters. The study was aimed at identifying what information is currently available to define broad trade-offs between earth-covered and traditional schools, applying this information to provide an initial quantitative assessment of costs and benefits, and defining what additional studies and measurements might be desirable. Major areas considered were sociological, physiological, and psychological functional adequacy of earth-covered schools; economic differences, their costs and benefits; and practical aspects of disaster protection. A summary of the benefits of earth-covered schools reached at a workshop in Oklahoma is included. From the study it is concluded that an excellent opportunity exists for FEMA to develop sufficient hard data on benefits of earth-covered schools that will generally influence decisions in favor of more such structures. (Author/MLF)

ED 187 025 EA 012 702

Reviews of National Policies for Education. Austria: School Policy.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-105p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($6.00).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Adult Programs, Day Care, Educational Assessment, Educational History, *Educational Policy, Elementary Secondary Education, Foreign Countries, Government School Relationship, Instructional Program Divisions, *National Programs, Postsecondary Education, Public Policy, Special Education, Summative Evaluation, Teacher Education, Track System (Education), Vocational Education

Identifiers-*Austria

The Austrian educational system was the subject of a series of three examinations conducted by the Organisation for Economic Co-Operation and Development from 1968 to 1979. This document on the third and last of these examinations, conducted during 1977 and 1978, reports on that portion of the educational system under the jurisdiction of the Federal Ministry of Education and Art, which is responsible for all education except for higher education. The first of this document's three portions is the examiner's report, which discusses Austria's educational history, educational tracking system, vocational training, teacher education, special education, day-care centers, and adult education. The questions asked of Austrian educational authorities are included. These questions were developed from an extensive background report prepared by the Austrians in 1975 and summarized in the third portion of this document. The central portion of the document is a record of a review meeting during which the examiners and Austrian representatives met to discuss the questions asked and the responses offered. This session was not completed due to time constraints, and did not cover day care or adult education. (PGD)

ED 187 026 EA 012 703

Link, Charles R. And Others
An Evaluation of the Delaware State Public Elementary and Secondary Educational Equalization Laws.
Delaware Univ., Newark.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-281p.; Prepared for the Department of Public Instruction to fulfill requirements set forth in PL93-380.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Access to Education, Court Litigation, Educational Demand, *Educational Finance, Educational Policy, Educational Quality, Elementary Secondary Education, Equal Education, Equalization Aid, Expenditure Per Student, Finance Reform, Property Taxes, School Taxes, Special Education, *State Aid, State Legislation, State School District Relationship, Tables (Data)
Identifiers-*Delaware

In the wake of court decisions in the cases of ``Serrano v. Priest,'' ``San Antonio Independent School District v. Rodriguez,'' and ``Robinson v. Cahill,'' Congress set aside funds as part of Public Law 93-380 for state departments of education to study the equitability of current educational funding arrangements. This document analyzes Delaware's educational finance scheme, provides an assessment of that scheme's vulnerability to court challenge, presents with extensive tabular illustration the relationship between school district wealth and educational quality in Delaware, discusses the applicability of various methods of wealth neutralization to Delaware's situation, examines the current status of property taxation and assessment in Delaware to test their suitability as bases for aid distribution formulas, investigates costs per student relative to district size and location to determine the most efficient organization of the state into school districts, and considers the state's funding program for the education of handicapped children. As a result of this study, the authors make policy recommendations in the areas of property tax reform, changes in state aid distribution formulas, and reassessment of policies for special education. (Author/PGD)

ED 187 027 EA 012 704

Kottkamp, Robert

Student Choice and Denial in a Public School of Choice.

Pub Date-Apr 79

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, High School Students, Literature Reviews, *Nontraditional Education, Public Schools, Secondary Education, Statistical Studies, *Student Adjustment, Student Attitudes, Student Behavior

Identifiers-*School Choice

This paper reports on the commitments to school of two groups of high school juniors and seniors: self-affiliated students who were responsible for the choice of the school they attended and compelled students who were forced by their parents to attend their school when they actively desired to attend another school. A sample of 19 compelled students and 21 self-affiliated students was surveyed. Results showed that self-affiliated students show greater commitment towards their school as a formal organization, including its behavioral and academic expectations and its extracurricular activities. The report provides an analysis of case studies, based on student interviews, of the school accommodation strategies and resulting behavior of students in both groups. The paper concludes that allowing choice to upper level high school students can have positive outcomes for both the individual student and the organization. (Author/LD)

ED 187 028 EA 012 705

Grandon, Gary M.

Automated High School Curriculum Planning.

Pub Date-Apr 80
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, *Mathematical Models, *School Schedules, Secondary Education, *Students
Identifiers-*Automatic Curriculum Planning Program

This paper describes a quantitative model for the optimal assignment of students to courses for their complete high school careers. The model the Automatic Curriculum Planning Program (ACPP) can assign curriculum to a complete set of students based on their derived student grouping. Following a review of the literature on techniques for optimizing curriculum, the paper examines curriculum valuing and student classification. It then discusses ACPP's two-stage programming algorithm, which is resolved by Boolean reduction techniques. The paper concludes that quantitative models for decision-making can be useful in the selection of courses for high school students, either as a group or as individuals. When used with the statistical value generation techniques described, they can eliminate the need for tracking in schools. (Author/LD)

ED 187 029 EA 012 706

Fox, William F.

Relationships between Size of Schools and School Districts and the Cost of Education. Technical Bulletin No. 1621.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Pub Date-Apr 80
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness, *Educational Research, Elementary Secondary Education, Literature Reviews, *Models, School Districts, *School Size
Identifiers-*Size Economies

This report reviews more than 30 studies that have attempted to measure the importance of size economies in the provision of education, with emphasis on the theoretical, methodological, and empirical basis of each. Size economies refer to a system of obtaining optimum use from funds available. The purposes of the report are (1) to determine the degree to which size economies in education exist; (2) to consider the potential applications of size-economies research; (3) to evaluate the theoretical basis of size-economies literature; (4) to examine the appropriateness of the data sets that have been used; and (5) to analyze the methodology applied in size-economies research. According to the paper, the consistency of the reported results suggests that increased size of elementary and secondary schools will permit some limited economies. Economies will also result when more students are administered by the same school district. The paper concludes that care should be taken in applying the results because the degree of savings also depends on other factors, such as the quality of education provided and transportation costs. (Author/LD)

Ganey, Rodney F.

Development of an Axiomatic Theory of Organization/Environment Interaction: A Theoretical and Empirical Analysis.

Pub Date-Aug 79

Note-42p.; Paper presented at the Annual Meeting of The Rural Sociological Society (Burlington, VT, August 24-26, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Environmental Influences, Literature Reviews, *Organizational Climate, *Organizational Objectives, *Organizational Theories, Path Analysis, Rural Extension, Statistical Studies

Identifiers-Iowa

The goal of this paper was to develop a theory of organization/environment interaction by examining the impact of perceived environmental uncertainty on organizational processes and on organizational goal attainment. It examines theories from the organizational environment literature and derives corollaries that are empirically tested using a data set of 99 county extension offices in Iowa. The theory is developed using axiomatic theory-building techniques and inductive path analysis. First, the major theories are identified and defined through a review of the literature. Second, a set of theoretical statements is identified and analyzed for theoretical and operational linkages. Third, path analysis is used to evaluate the principles and make revisions in the theory. Finally, the revised theory is discussed and critiqued on the basis of the research presented, scope, and parsimony. The paper concludes that the theory may be appropriate only for organizations that are coping well with conditions of uncertainty, which does not apply to the county extension offices. (Author/LD)

ED 187 031 EA 012 708

Filles, Rita M.

Antecedents to School Principals' Interest in Research Information. Working Draft.

Pub Date-Apr 80
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Elementary Secondary Education, *Principals, *Research Utilization, School Surveys, *Scientific Research

This paper describes a survey of 394 school principals on the East coast concerning their attitudes toward use of research information. A 15-item questionnaire was prepared to elicit responses reflecting the influence of centralization of authority, strength of knowledge base, alternative sources of information, demonstrated use of empirical information and valuation of empirical validation. Follow-up interviews were used to explain characteristics, background, and/or training of individuals that might be responsible for their variation in attitude toward empirical information. The results showed that interest in research information appears to be strongly related to personal characteristics, such as one's sense of personal efficacy. In addition, all principals in these interviews reflect a belief that scientific approaches are inappropriate when working with people. The paper concludes that training in the use of scientific rationale is necessary in leadership programs. (Author/LD)

ED 187 032 EA 012 709

Class Size Research: A Critique of Recent Meta-Analyses. ERS Special Report.

Educational Research Service, Arlington, Va.
Pub Date-80
Note-81p.; For a related document, see ED 153 372.
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 224-00002; $12.00; orders less than $10.00 must be prepaid)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Academic Achievement, *Class Size, *Educational Research, Elementary Secondary Education, Literature Reviews, *Small Classes, Statistical Analysis, Statistical Studies

The purpose of this paper is to report on the methodology, findings, and implications of two meta-analyses of class size. It begins with an explanation of a graph that indicates smaller classes result in increased pupil achievement. Next, summaries are provided of meta-analyses 1 and 2, followed by an extensive critique. The paper concludes that smaller classes can have positive effects on pupil achievement in reading and mathematics in the early primary grades and for low-ability, economically disadvantaged, and socially disadvantaged pupils. Conversely, larger classes may be justified in areas in which pupil achievement is affected little and where facilities and personnel may be used more efficiently. Much research is needed, the paper says, on the effects of class size on both pupil achievement and nonachievement processes. A need also exists for research concerning efficient class sizes and teaching techniques in other subject and skill areas. (Author/LD)

ED 187 033 EA 012 710

Bolton, Dale L.

Evaluating Administrative Personnel in School Systems.

Pub Date-80

Note-244p.

Available from-Teachers College Press, Columbia University, New York, NY 10027 ($14.95)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Administrator Evaluation, Case Studies, Elementary Secondary Education, *Evaluation Methods, *Program Development, *Program Evaluation, *Program Implementation, Records (Forms)

This guide to administrator evaluation includes research findings and theoretical background as well as applicatory materials for use by school boards and administrators. It proceeds from a general consideration of personnel evaluation and the problems it entails to a discussion of the essential steps in the process. Chapter 1 provides information on the environment in which the administrator works. Chapters 2, 3, and 4 then discuss in detail the phases of the evaluation process and how an evaluation system can be implemented. Chapter 5 explores the assessment of the evaluation process, including the training of evaluators of administrators. Finally, Chapter 6 gives a set of guidelines, examples, and forms that can be used to develop procedures and materials in a given school district. (Author/LD)

ED 187 034 EA 012 711

Augenstein, John J.

Teacher Unions, the Courts, and Catholics Schools.

Pub Date-Apr 80

Note-27p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New Orleans, LA, April 7-10, 1980).

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Catholic Schools, *Court Litigation, Elementary Secondary Education, *National Surveys, *Teacher Associations, *Unions

Identifiers-*Supreme Court

This paper discusses the effects of teacher organizing and the impact of a Supreme Court decision concerning the jurisdiction of the National Labor Relations Board in Catholic schools. First, the paper examines the results of a 1979 national survey of Catholic school superintendents and teacher organization heads. The purpose of the survey was to determine attitudes toward and the present status of teacher organizations. The results showed a steady growth in the number of teacher organizations and consensus for establishment of a third party to settle disputes. An analysis of the 1979 Supreme Court decision concluded that church-operated schools do not fall under the jurisdiction of the National Labor Relations Board. The paper concludes that agreement must be reached by both administrators and teachers on the overall mission of the church, its educational mission, and the place of the school within that mission. Further, models must be developed to take the place of a third party in labor disputes. (Author/LD)

ED 187 035 EA 012 715

Teague, Gerald V. Heathington, Betty S.

The Process of Grant Proposal Development. Fastback 143.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date-80

Note-49p.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; $0.60 to PDK members; quantity discounts)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Federal Aid, *Grantsmanship, *Program Proposals, *Proposal Writing

This booklet is a step-by-step guide to developing a grant application for educational project funding. Following a brief review of grant terminology, the booklet discusses sources of funding and the development of federal legislation. A discussion of the actual grant proposal includes such topics as writing the abstract and objectives, the time frame to consider, evaluation, budget, and letters of endorsement. Also examined are the proposal review process, contacts with the funding agency, and getting organizational approval. (Author/LD)

ED 187 036 EA 012 720

Mattaliano, Anthony P.
Classroom Discipline: Recent Research.
Spons Agency-West Hartford Public Schools, Conn.
Pub Date-80

Note-20p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, *Classroom Techniques, *Discipline, Elementary Secondary Education, Punishment, *Student Behavior

This review of recent research offers practical suggestions for maintaining discipline in the classroom. The first half discusses, in outline form, techniques for preventing classroom disruption, action to take when problems arise, and when to use punishment. The second half examines specific ways to deal with student misbehavior. An outline lists cause of the misbehavior, prevention tactics to use, and recommended remedial action. (Author/LD)

ED 187 037 EA 012 731

Newton, Robert R.

Educational Trends in Catholic Secondary Education.

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New Orleans, LA, April 7-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Catholic Schools, Individual Development, *Moral Development, *Religious Education, *School Role, Secondary Education, Skill Development, *Student Development, Teacher Role, Trend Analysis

This paper analyzes educational trends in Catholic high schools in the 1970s. A discussion of the religious aspects of Catholic school education includes spiritual development of the individual, emphasis on the social justice side of a Christian vocation, faculty responsibility for religious formation, and systematic planning to address the religious needs of students. Analysis of the personal dimension of Catholic schools includes discussion of structuring personal concern for student development into the system and building a sense of community. Finally, the scholarly dimesion of Catholic high schools includes an examination of the return to basics and to traditional skill-building and the development of self-direction in students. (Author/LD)

ED 187 038 EA 012 739

Sirois, Herman A.

Middletown Design for Educational Equity: Instructional Component.

Middletown Public Schools, Conn.
Pub Date-Aug 79
Note-31p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Evaluation, *Curriculum Development, Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, *Equal Education, Program Descriptions, Program Evaluation, Student Evaluation
Identifiers-Middletown Public Schools CT

A program designed for the achievement of equal educational opportunity in Connecticut's Middletown public schools is presented in this report. The document describes the program's statement of goals, identification of objectives, specification of expected levels of competency for each subject area at each grade and ability level, adoption of adequate instructional materials and methods, selection of suitable norm-referenced and criterion-referenced tests for measuring student progress, and establishment of evaluation and modification procedures to refine the program as new needs are discovered. Also discussed are the program's techniques for identifying the varying needs of students so that remedial programs, special education, and programs for the academically talented can be developed along lines similar to those of the regular program. Examples of practical applications of program elements and samples of program evaluation instruments are included. (PGD)

ED 187 039 EA 012 760

White, James Fallis, Anita
Vandalism Prevention Programs Used in Ontario Schools.
Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
Pub Date-80
Note-101p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, ON, Canada M7A1L2 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alarm Systems, *Cost Estimates, Elementary Secondary Education, Foreign Countries, *Prevention, *Principals, *Rating Scales, School Community Relationship, School Maintenance, *School Vandalism, Student Teacher Relationship, Tables (Data)
Identifiers-*Ontario

A self-administered questionnaire was mailed to all school principals in Ontario asking them to indicate which of 55 vandalism prevention measures they had used; how effective each had been in reducing vandalism; the cost of vandalism during 1978; whether they have an alarm system and a vandalism-reporting system; and what community groups the school has involved in vandalism prevention measures. Among the most-used and most effective measures, according to the 3025 respondents, were providing adequate teacher supervision in hallways and lunch rooms, and keeping schools clean and attractive. One of the most effective measures, in the opinion of the principals, was installing an alarm system, although over one-third of the principals reported they already had one. The findings are discussed in terms of which measures are most effective, the cost of school vandalism, and how to use the findings. The need for developing more behavioral programs and better cost-reporting systems, and ways of utilizing the results of the study are outlined. (Author/MLF)

ED 187 040 EA 012 761

McCleary, Lloyd E.

A Critique of Giving Youth a Better Chance. The Recommendations of the Carnegie Council on Policy Studies about Education, Work, and Services for Youth.

National Association of Secondary School Principals, Reston, Va.
Pub Date-80
Note-21p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Disadvantaged Youth, *Educational Change, *Educational Opportunities, Educational Policy, *Equal Education, Labor Market, *Rural Youth, Secondary Education, Urban Education, Work Experience Programs, Youth Problems
Identifiers-*Carnegie Council Policy Studies Higher Education

The Carnegie Council Report seeks the reform of educational institutions and the amelioration of conditions faced by disadvantaged and deprived youth. Its guiding principles to achieve reform are to equalize educational opportunity and to increase available options and choices for disadvantaged youth. The 44 recommendations of the report are appended to this paper. According to the critique, although the report provides some rationale or logic from which the recommendations are derived, it is typical of the expose in several respects. It is the outsider's'' view of a particular set of conditions at a particular point in time without knowledge of or concern for the dynamics of the moment or the directions of evolutional development. It assumes that teachers and administrators are inept and that institutions are unresponsive. It provides overgeneralized solutions that may fit no particular set of conditions, and it does not concern itself with underlying causes or with other than immediate effects. Technically, the report leaves several things to be desired. Descriptions of the degree of community involvement in the schools and levels of school crime and vandalism are seriously dated. In addition, the recommendations do not flow from a consistent rationale or from the evidence presented. (Author/MLF)

ED 187 041 EC 124 306

Gajar, Anna H. And Others

The Effects of Peer Tutoring on the Reading Achievement and Social Acceptance of Mainstreamed Handicapped Children.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-2).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Exceptional Child Research, *Mild Mental Retardation, *Peer Acceptance, *Peer Teaching, Primary Education, *Reading Achievement, Teacher Role

The research analyzed the effects of peer tutoring and teacher presentations about handicaps on the social acceptance of 16 mainstreamed educable mentally retarded (EMR) children (10 from primary and 6 from intermediate level classes). In addition, the effect of peer tutoring on reading achievement of EMR students was examined. Results showed that neither peer tutoring nor teacher classroom presentations had an effect on regular students' selection of EMR students on a popularity measure. It was hypothesized that the possibility of failing to pick up existing treatment effects was due to inappropriate measurement, indicating the need for further research in this area. It was also noted that regular students who did select handicapped students as the ``best looking,'' the ``best athletes,'' etc. were in mainstreamed classes. After participation in a peer tutoring program, EMR students exhibited increased achievement scores on the Woodcock Reading Achievement Tests, lending additional support for the establishment of peer tutoring programs in mainstreamed environments, especially at the primary levels. (Author/SBH)

ED 187 042 EC 124 307

Beech, Martha C.

Concurrent and Predictive Validity of the Boehm Test of Basic Concepts.

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-7).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, Concept Formation, *Early Childhood Education, Kindergarten, Language Acquisition, *Predictive Validity, *Standardized Tests, *Test Validity

Identifiers-*Boehm Test of Basic Concepts

The concurrent validity of the Boehm Test of Basic Concepts (BTBC) was investigated by comparing it to two tests of linguistic abilities (Test of Auditory Comprehension of Language TACL and the Carrow Elicited Language Inventory CELI) and five Piagetian tests of cognitive abilities (space, numeration, seriation, time, and classification) with 60 kindergarten children. The strongest correlation of the BTBC was with the test of receptive language (TACL). Correlations with the Piagetian tasks were moderate but significant, and were interpreted to mean that the BTBC can be used as a general estimate of cognitive ability. Canonical analysis of all variables revealed the presence of one common factor, language comprehension. Predictive validity was established using the Metropolitan Readiness Test which was given 8 months later. End of the year placement decisions revealed that low scores on the BTBC correctly identified four of five students who were recommended for placement in special education classrooms. (Author/CL)

ED 187 043 EC 124 308

Dyson, Lily L. Kubo, H. Richard

Attitudes of Preschool Teachers toward the Integration of Handicapped Children.

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-8).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary School Services, *Disabilities, *Mainstreaming, Preschool Education, Program Implementation, Supervisors, *Teacher Attitudes, Teaching Experience

Forty-six supervisors and teachers were surveyed regarding their attitudes toward integration of handicapped children in a regular preschool program, the helpfulness of supportive services, and the necessary conditions for the integration of their programs. Findings showed that the majority of teachers were in favor of integration and supportive services, but many were cautious about the practice of integration. Differences were also found toward integration and supportive services in relation to the individual teacher's experience in working with the handicapped. Significant consensus with the literature on the necessary conditions was found, with support services seen as the most crucial factor. (Author/PHR)

ED 187 044 EC 124 309

Freeman, Robert N.

Life in Classrooms: Teacher Interaction with Successful and Unsuccessful Pupils.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-7).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment, Distance, Elementary Education, Exceptional Child Research, *Interaction, *Mainstreaming, *Mild Disabilities, Positive Reinforcement, Student Teacher Relationship, *Success, *Teacher Attitudes, *Verbal Communication

Teacher attitude toward the integration of mildy handicapped students in regular classrooms was studied with 32 successful and 32 unsuccessful students (in grades 3 through 6). Verbal interactions and physical distance were recorded and examined to determine the relationship between students and teachers. Findings indicated that teachers interact significantly differently with successful and unsuccessful pupils. Successful pupils received almost twice as much interaction in a much more positive vein than did unsuccessful pupils. There was a statistically significant difference in the physical distance between teachers and the two groups studied. (Author/PHR)

Cohen, Libby

Stereotyping of Learning Disabled and Remedial Reading Students by Teachers.

Pub Date-Apr 80
Note-19p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-7).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Exceptional Child Research, *Labeling (of Persons), *Learning Disabilities, *Remedial Reading, *Stereotypes, *Teacher Attitudes

The study involving 57 high school and elementary teachers investigated whether teachers hold different stereotypes for labeled remedial reading (RR) and labeled learning disabled (LD) students than for unlabeled students, and whether elementary and secondary teachers differ in the stereotypes they may hold regarding learning disabled and remedial reading students. When the labeled RR group was compared with the unlabeled group on the adjective checklist, the result was not significant. However, the trend shown in the raw data was for more positive adjectives to be assigned to the unlabeled group. When the labeled LD group was compared with the unlabeled LD group, the results were significant. It was concluded that teachers did differ between labeled and unlabeled LD students. Other findings were that neither group of teachers (elementary or secondary) could significantly identify the RR or the LD group; elementary teachers had a higher probability of holding a positive stereotype for normal students than secondary teachers; and teachers did not grade essays differently for disabled and normal students. (SBH)

ED 187 046 EC 124 311

Montemurro, Theodore J.

The Behavior of Preschool Handicapped Children and Their Interactions with Model Children: An Update.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-9).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Disabilities, Exceptional Child Research, *Interaction Process Analysis, *Peer Relationship, Preschool Education

The behavior patterns of 6 handicapped children and 14 nonhandicapped children were recorded during participation in a model developmental-interactive based curriculum for preschool children. Interactions were recorded using the Coping Analysis Schedule for Educational Settings. Among findings were the following: the consistently high occurrence of Style E (attentive, adult oriented, compliant) is common among both handicapped and nonhandicapped young children; Style F behavior (assertive, socially integrative, task oriented) occurs more often among nonhandicapped children; and Style G (conforming, passive, submissive to direction) occurs more frequently among the handicapped children; when interacting with nonhandicapped peers, handicapped children are more likely to exhibit parallel play, appropriate integrative play, and appropriate sharing of information; and, in summary, the behavior of handicapped and nonhandicapped preschool children are represented by similar rather than dissimilar styles. (SBH)

ED 187 047 EC 124 312

Ewing, Shirley

Writing Programs for Handicapped Students.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session M-5).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Guidelines, *Program Development, *Teacher Developed Materials

Identifiers-Instructional Materials, *Task Analysis

The document provides a guide for creating task analyzed materials for handicapped students. Ten steps are outlined: (1) select general area, (2) break into smaller components, (3) select target component, (4) write terminal goal for the students, (5) acquire a sequence, (6) task analyze the sequence, (7) establish entry skills, (8) establish the reading vocabulary, (9) write the program, and (10) try the program out and revise as needed. (SBH)

ED 187 048 EC 124 313

Shaw, Stan And Others

Preventing Teacher Burnout: Suggestions for Efficiently Meeting P.L. 94-142 Mandates and Providing for Staff Survival.

Pub Date-Apr 80

Note-13p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-2).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Disabilities, Elementary Secondary Education, *Stress Variables, *Teacher Attitudes, Teacher Morale

Identifiers-Burnout

The authors consider the problem of special education teacher burnout and suggest administrative approaches to dealing with the problem. Personnel management strategies, such as specifying the role and student load for special educators, providing a complete job description to new staff, and providing support for staff (especially during the first year of adjustment) are suggested. Among organizational management options listed are developing efficient procedures; providing time, money, and staff involvement in policy modification and revision; and developing a comprehensive personnel development program. (CL)

ED 187 049 EC 124 314

Braaten, Sheldon

Madison School Model.

Minneapolis Public Schools, Minn. Special Education Div.

Pub Date-Apr 80

Note-49p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-16).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, Behavior Change, *Behavior Modification, *Behavior Problems, Coping, *Counseling, Demonstration Programs, *Emotional Disturbances, Models, Program Descriptions, Secondary Education, *Self Control, *Student Adjustment

The Madison (Minneapolis, MN) school program provides intensive instructional and treatment services to students 12 to 16 years old with serious emotional and behavioral problems. The primary goal of the program is to aid individual students to develop sufficient coping skills and self based behavioral controls so they can successfully return to the mainstream programs as quickly as possible. Program components include a curriculum in the basic skill areas, five interrelated classrooms, individual and group counseling, a point system to reinforce appropriate behavior and provide feedback, behavioral contracts, other reinforcements such as time out, parent involvement, community agency coordination, and use of volunteers and practicum students. Appendixes contain a behavioral objective sequence recording form, a behavioral objective sequence outline, a treatment plan form, a point sheet, and a contract form. (SBH)

ED 187 050 EC 124 315

Wallace, Gail R.

The Teaching Parents Program.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-27).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Modification, Elementary Education, Emotional Disturbances, *Moderate Mental Retardation, Multiple Disabilities, *Parent Education, *Parent Participation, Parent Teacher Cooperation, Teacher Role, Visual Impairments

The Teaching Parents Program at a center for moderately retarded students (5 to 13 years old) who may also be visually handicapped, multiply handicapped, or emotionally disturbed allows parents to learn principles of behavior modification, task analysis, and data collection while working with a child in the classroom. Materials used in the program are described, and the roles of the teacher and paraprofessional are considered. Initial evaluation of the program has demonstrated minimal parent absenteeism, cooperation of classroom teachers, and transfer of the parents' newly learned skills to use with their own children. (CL)

ED 187 051 EC 124 316

Eaves, Ronald C. McLaughlin, Phillip J.

Prevocational Assessment and Programming for Visually Impaired Learners.

Pub Date-Apr 80

Note-57p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-32). This paper was prepared as part of a University of Georgia curriculum development project at the Georgia Academy for the Blind in Macon, Georgia. Some tables may be marginally legible.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Job Skills, *Prevocational Education, Program Development, Student Evaluation, *Teaching Methods, *Visual Impairments, *Vocational Adjustment

The paper examines aspects of prevocational program development for visually impaired students (physical setting, task selection, teacher behaviors, trainee behaviors, discrimination deficits, sensory motor deficits, slow motor behavior, and interfering behaviors). Five assessment areas are listed, including amount of teacher assistance required, number of trials to criterion, and number of steps acquired independently in task analysis for each target objective. Instructional techniques are specified for typical training problems, and general treatment strategies are also addressed. The remainder of the paper is composed of information on teaching procedures for general work habits (including safety awareness, response to instructions, and rate and quality of work) and for specific contract work (metal company contract, stuffed toy and pillow business, and wooden toy business). (CL)

ED 187 052 EC 124 317

Carner, Lauren A. Levy, Linda

Learning Strategies of Neurologically Impaired/Multiply Handicapped and Nonhandicapped Preschool Children.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-46).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Style, Early Childhood Education, Exceptional Child Research, *Learning Processes, *Multiple Disabilities, *Neurological Impairments, *Problem Solving

An analysis of the regulatory activity of eight neurologically impaired/multiply handicapped children and eight normally learning children in two age groups (means 3 years 8 months and 5 years 9 months) was made. The children attempted to resolve conflicts that arose while balancing two wooden blocks, identical in appearance, except that one contained a hidden weight. Differences were found between the two types of learners in their approach to the situation as well as in strategies employed. These differences were greater in the older group. All children showed evidence of regulatory activity, but for the handicapped learners, this was represented as ``islands'' within a stream of discontinuous activity while for the nonhandicapped children a more continuous integration of ideas was observed. The groups did not differ appreciably in their ultimate recognition of and initial response to the conflict, but the normal children showed a more reflective consideration of constructive alternatives as compared to the more avoidant and inefficient attempts of the handicapped children. (Author/DB)

ED 187 053 EC 124 318

Grandstaff, Carole L.

Creative Approaches to Compliance with P.L. 94-142 for H/H Programs: Under the Law, Who Is to Be Served and by Whom?

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-63). Best copy available.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compliance (Legal), *Delivery Systems, *Homebound, Home Instruction, *Hospitalized Children, *Models, Nontraditional Education

Identifiers-*Education for All Handicapped Children Act

The rights of hospital/homebound children under P.L. 94-142 (the Education for All Handicapped Children Act) are considered, and a model in which service is delivered through a full-time instructor whose sole job responsibility is teaching students in homes and hospitals during school hours is seen to be most favorable. Other delivery alternatives considered are the use of part-time teachers or hourly employees, the combination of full- and part-time teachers, the after school teacher who is contracted by the district on an hourly basis to provide instruction after the normal school day is completed, the School to Home System'' which consists of a hookup between a classroom and the student's home using the telephone, and the teleclass in which a telephone conference enables the teacher to reach several students at one time in a teaching situation similar to that in a classroom. Advantages and disadvantages of each model are pointed out. (SBH)

ED 187 054 EC 124 319

Duke, Karlene

Realistic Approaches to Writing Individual Education Programs for Homebound/Hospitalized.

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-63).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Federal Legislation, *Homebound, Home Programs, *Hospitalized Children, State Programs

Identifiers-*Education for All Handicapped Children Act, *Individualized Education Programs

Implications of P.L. 94-142 (the Education for All Handicapped Children Act) for individualized education programs (IEPs) for homebound/hospitalized students are examined. Difficulties in Florida's interpretations of the IEP regulations are cited, and the general trend of overly elaborate IEPs is noted. Special considerations with homebound/hospitalized children include the fact that the students are ill or injured and are rarely in the program on an annual basis. (CL)

ED 187 055 EC 124 320

Gentry, Ruben

Public Law 94-142: Ninety-Nine (99) Key Terms Presented in a Conceptual Framework.

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-82).

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, *Federal Legislation, *Vocabulary

Identifiers-*Education for All Handicapped Children Act

The paper presents 99 key terms associated with the provisions of P.L. 94-142 (the Education for All Handicapped Children Act) and weaves them into a conceptual framework to make easy their understanding. A brief overview of the law is offered; attention is given to the selection and validation of terms; a rationale for a conceptual framework for understanding the law is explained; and the proposed framework and terms associated with the inherent concepts are presented. Attention is also given to the implications and possible use of the material in working with different groups concerned with the education of handicapped children. (Author/SBH)

ED 187 056 EC 124 321

Feldman, David Elliott, Thomas A.

A Data Based Multidimensional Oral Hygiene Curriculum for the Severely and Profoundly Handicapped.

Pub Date-Apr 80

Note-32p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-52).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum, *Dental Health, *Hygiene, *Moderate Mental Retardation, Self Care Skills, *Severe Mental Retardation, *Task Analysis

Identifiers-Tooth Brushing

A multidimensional oral hygiene curriculum appropriate for the moderately to profoundly retarded and composed of tooth brushing, flossing, and gum stimulation/massage is proposed. Task analyses are included for manual tooth brushing, utilizing an oral irrigation appliance, manual flossing, and use of an adaptive aid for flossing. Also provided are suggested procedures for individualized education program development, data collection, formative and summative evaluation, and forms for recordkeeping. (Author/DB)

ED 187 057 EC 124 322

Herink, Nancy

Results of Mainstreaming on Social Interaction of Mentally Retarded Preschoolers.

Pub Date-Apr 80
Note-9p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-8). Print is marginal and may not reproduce well in paper copy.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Exceptional Child Research, Group Dynamics, Group Structure, *Interaction, *Mainstreaming, *Mild Mental Retardation, *Moderate Mental Retardation, Peer Acceptance, *Peer Relationship, Preschool Education, Social Environment, Student Teacher Relationship, *Teacher Attitudes

Social interactions in Head Start mainstreamed classrooms were studied using as Ss 20 mildly and moderately retarded preschool children and 20 nonretarded children. Data analyzed consisted of the following social interactions: initiations, responses, mode of communication, and affective tone of behavior. Findings showed that retarded Ss generally had fewer interactions with peers than their classmates, that they had more positive interactions with peers, and that they had many more interactions with teachers than with their classmates. Other findings indicated that both retarded and nonretarded students had the same amount of interactions with their teachers. Results appeared to show there was a negative relationship between teacher initiations to retarded Ss and Ss' interactions with their peers. (PHR)

ED 187 058 EC 124 323

Bowd, Alan D.

The Education of Australian Aboriginal Children in Cross-Cultural Context.

Pub Date-Apr 80

Note-11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-41).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Differences, Curriculum, *Educational Needs, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Minority Groups, Models, *Multicultural Education, Nonstandard Dialects

Identifiers-*Aboriginal People, *Australia

Problems in educating children of minority cultures are examined with particular application to Australian Aboriginal children. Three models (the remedial, the supplementary, and the instrumental) for educating culturally different children are contrasted, with the instrumental model (in which the content and techniques of the school are used to meet the aspirations of the native community itself) seen as being preferable. The models are applied to the various approaches for teaching standard English to Aboriginal children. The author identifies the following positive trends in contemporary Aboriginal education: training of teachers specializing in Aboriginal education, changes in curriculum to include Aboriginal studies for all Australian children, the development of relevant language and reading programs, and changes in curriculum content and methods by teachers of Aboriginal children. (DB)

ED 187 059 EC 124 324

Rotatori, Anthony T.; Fox, Robert

A Comparison of Two Weight Reduction Programs for Moderately Retarded Adolescents.

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-52).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Behavior Change, *Behavior Modification, *Body Weight, Exceptional Child Research, *Moderate Mental Retardation, Nutrition

A study of obesity management contrasted the effectiveness for 30 moderately mentally retarded adolescents of a multicomponent behavioral weight reduction program with a more traditional, nutrition based approach. Twelve Ss each were assigned to a behavior therapy (BT) and a social nutrition (SN) group, with the remaining six Ss in a wait-list control group (WLC). The behavioral approaches trained included the manipulation of emotional responses, food cue elimination techniques, changes in the act of eating, exercise, and development of alternative activities to eating. Ss received school and home reinforcement for weight loss. Topics for the SN group discussion included advantages of exercising, low calorie snack substitutes, and setting weight goals. Ss in the BT group lost significantly more weight than Ss in the SN or WLC groups. Ss in the BT group continued to lose weight during maintenance and followup. (CL)

ED 187 060 EC 124 325

Bartels, Cynthia S. Calkin, Abigail B.

Teaching Emotionally Disturbed Students to Count Feelings.

Pub Date-Apr 80
Note-26p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-66).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *Behavior Problems, *Emotional Disturbances, High School Students, *Humanistic Education, Program Descriptions, Secondary Education, *Self Concept

The paper describes a program to teach high school students with emotional and behavior problems to count their feelings, thereby improving their self concept. To aid in instruction, a hierarchy was developed which involved four phases: counting tasks completed and tasks not completed, counting independent actions in class, counting perceptions of the teacher's positive and negative statements to the class during the course of the hour, and counting positive and negative feelings about themselves. By following the steps of the hierarchy, students were taught to count, personalize the counting, identify positives and negatives, and combine these skills to reach the goal of counting positive and negative self feelings. (SBH)

ED 187 061 EC 124 326

Miller, Joy E. Calkin, Abigail B.

Using Precision Teaching in a Secondary Science Class.

Pub Date-Apr 80

Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-66). Pages 2 and 13 of the original document were removed due to marginal legibility.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, *Precision Teaching, *Science Instruction, Secondary Education, Teaching Methods

The advantages of using precision teaching in a secondary level special education science class are discussed. Among benefits considered are providing the student and teacher with a daily progress check, allowing the student an opportunity to use science vocabulary, evaluating individualized methods and materials, providing information on changing circumstances outside the classroom, and acting as a measure of teacher accountability. (CL)

Hetrick, Ethel

Report of Early Childhood Evaluation Project.

Northwestern State Univ., Natchitoches, La.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.-78-PI-73-Part B
Pub Date-Apr 80
Note-30p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-74).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, *Cost Effectiveness, *Disabilities, *Evaluation Methods, Exceptional Child Research, *Handicap Identification, Preschool Children, Preschool Tests, *Screening Tests
Identifiers-*At Risk (for Handicap), *Early Childhood Evaluation Project LA

In Louisiana, the Early Childhood Evaluation Project undertook to study the feasibility of screening preschool children for potential handicaps in rural and urban areas using relatively untrained university students and to evaluate the cost effectiveness of different screening instruments. Findings showed that the largest number of children were found to be at risk in the area of communications (253 children), followed by vision (206 children), hearing (185 children), and school readiness (138 children). A total of 466 children were identified as at risk in one or more of the seven developmental categories evaluated. The following instruments were evaluated: the Developmental Assessment Screening Inventory (DASI), the Development Inventory Assessment of Learning (DIAL), the Hess School Readiness Scale (HESS), and the McCarthy Screening Test (MST). Among conclusions were that the most effective instrument in regard to cost, time, ease of administration, number of children tested, and usefulness of data was the MST. The HESS would have been chosen except that the amount of useful data collected would have been less because the test lacks the gross motor component. The DIAL is the most expensive instrument, but because four children can be tested at one time and the data cover all development areas, it was placed above the DASI. (PHR)

ED 187 063 EC 124 328

[illegible]le, Martha Heinrich, Valerie Joswick

Cross-Categorical Programming for the Language Impaired/Hearing Impaired in a Rural Setting.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-77).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Exceptional Child Research, Generalization, *Language Acquisition, *Language Handicaps, *Language Skills, *Program Effectiveness, *Transfer of Training

A program was developed to provide for generalization training for two groups of language delayed children (N 11), ages 5 to 11, being served in two self contained special education classrooms. The program consisted of three components: teaching the target language construction in a controlled classroom setting, evaluation of language generalization on field experiences, and training parents to conduct language probes for checking language generalization in the home. In summary, the parent probes had two effects. Not only did they give data on the extent of generalization of language, but they positively affected the parents' understanding of language and its importance to their children. The field experiences had a positive effect on the development of language in program children. The cross-categorical nature of the language training was an effective means of language training. (SBH)

ED 187 064 EC 124 329

Figel, Pamela And Others

Management Manual for Cooperative Homebased Preschool Program. Early Childhood Program for the Handicapped.

Consortium of Madison, Tensas, East and West Carroll Parish, Tallulah, La.

Spons Agency-Louisiana State Dept. of Education, Baton Rouge.

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-90).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperative Programs, *Demonstration Programs, *Disabilities, Models, *Parent Education, *Preschool Education, Program Descriptions, *Rural Education

The document describes a model program for preschool handicapped children in rural areas utilizing a cooperative approach. Section I provides background information and information on program locale, goals and objectives, and program variables (personnel variables, instructional variables, facilities, program costs, and evidence of effectiveness). The program includes an administrative component (concerned with the development of the organizational pattern and administrative relationships whereby a cooperative endeavor could operate), a child program component (designed to identify students for the program and needed services to them and their parents to overcome developmental deficits), a parent training component (designed to involve parents in the education of their children), and a staff training component (designed to conduct activities that would efficiently prepare the project staff to perform their duties). Section II outlines replication factors which include resource specifications, critical success factors, and adoptive materials. (SBH)

ED 187 065 EC 124 330

Cummings, William B.

Cummings Checklist of Characteristics of Gifted and Talented Children.

Pub Date-Apr 80

Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-94).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Check Lists, Elementary Education, *Gifted, *Identification, *Minority Groups, Screening Tests, Student Characteristics, Talent Identification, *Test Validity

Identifiers-*Cummings Checklist Characteristics Gifted Talented

The Cummings Checklist of Characteristics of Gifted and Talented Children (CC) was evaluated with 516 elementary age pupils. Teachers used the checklist to nominate students for the gifted program. Ss were classified as either Test (IQ) Identified Gifted (TIG), Non-Test Identified Gifted (NTIG), or not classified. Results indicated that (1) the CC did discriminate between gifted and nongifted students with 18 of the 31 items found to discriminate based on chi square analysis or discriminant function analysis, (2) the CC did not discriminate between TIG and NTIG students, and (3) a significantly higher proportion of students from racial minority groups was identified when the CC was included in the screening procedure. A copy of the checklist is attached. (DB)

ED 187 066 EC 124 331

Douglas, Dorothy R.

Special Education Practica and Internship Experiences.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-20).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Higher Education, Practicums, Student Teaching, *Teacher Education

The undergraduate special education teacher training program at the University of South Alabama is described. The program emphasizes practica placements in public schools and agencies serving exceptional

children and youth. Practicum at the freshman level consists primarily of observation, with each year providing greater exposure. Student teaching/internship involves a full 10-week quarter in the senior year. The roles of the college supervisor and the cooperating teacher are reviewed along with the evaluation system used. (CL)

ED 187 067 EC 124 332

Forer, Ruth K.

Problem Areas in Student Teaching and the California Scene.

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-20).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, Higher Education, Practicums, Program Descriptions, *Student Teaching, *Teacher Education

Identifiers-*California State University (Northridge)

The paper describes the practicum requirements of the Special Education Teacher Preparation program at California State University at Northridge, and it notes problem areas in the roles of the principal, cooperating teacher, and the university professor. Field work requirements involving observation, participation, and student teaching at both the generic and specialization levels are detailed. (DB)

ED 187 068 EC 124 333

Drumm, Agnes E.

The Benefits of Practicum Students in the Substantially Separate Program.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-20).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperating Teachers, *Disabilities, *Practicums, Practicum Supervision, *Student Teaching, Teacher Education

A program at American International College (Springfield, MA) and the local public school system allows student teachers to have practical classroom experience with special needs students. Orientation sessions are followed by ongoing instruction (demonstration by the cooperating teacher), participation by the practicum student in classroom teaching, and ongoing evaluation of the practicum experience. Scheduling, management, and assignment aspects are discussed. Among evaluation considerations noted are classroom organization, prescriptive teaching, teaching materials, classroom management techniques, and parent-teacher conferences. The program is seen to be beneficial to the classroom students, the practicum student, and the cooperating teacher. (CL)

ED 187 069 EC 124 334

Goodman, Gay Yasumura, Kathleen

Physically Handicapped Children in the Mainstream: A Transdisciplinary Application of Physical Management Techniques.

Pub Date—Apr 80

Note—6p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-47).

Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling, Elementary Secondary Education, *Inservice Teacher Education, Mainstreaming, *Physical Disabilities, *Physical Therapists, Physical Therapy, Skill Development, *Staff Role, *Teacher Attitudes

The role of the physical therapist as a member of the educational team working with mainstreamed physically handicapped students is explored. The physical therapist serves as a consultant who participates in planning meetings, develops and prescribes adopted equipment, trains teachers and other team members in transdisciplinary physical therapy skills, and designs treatment for home use. The therapist is also responsible for screening, referral, and for assessment and reevaluation of student progress. The physical therapist instructs teachers on such skills as manuevering wheelchairs and other mobility equipment and utilization of body mechanics principles. When teachers lack these skills they often feel inadequate which often affects a teacher's attitude toward a handicapped child. (PHR)

ED 187 070 EC 124 335

Dougherty, Shirley Levy, Debra

Functional Vision Assessment for the Severely Impaired/Visually Handicapped.

Pub Date-Apr 80
Note-25p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-75).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, *Clinical Diagnosis, Environmental Influences, *Evaluation Methods, *Identification, Medical Case Histories, *Severe Disabilities, Students, Time, *Vision Tests

The paper describes an approach to assessing the visual functioning of severely and/or profoundly impaired students. The assessment consists of three phases: identification, testing, and formal assessment. A checklist is used for identification. Testing considerations include medical factors (such as medications and effects of other handicaps), reinforcement factors (e.g., social reinforcement and light reinforcement), and time factors (medication schedule and location of tests are among factors to be considered). Procedures for the formal assessment include the use of a Light Chart, and/or an Object Chart. Among findngs noted are pupil response, peripheral response, focusing, and tracking. The results are used for program planning and as a method of determining visual performance abilities. Appended are the checklist, light and object charts, and the evaluation summary form. (PHR)

ED 187 071 EC 124 336

Lussie, Richard A. And Others

Follow-Up Study of Work Study Graduates in Special Education Programs Located in the Eastern and Central Zones of Heartland Area Education Agency.

Heartland Education Agency, Ankeny, Iowa.

Pub Date-Mar 79

Note-58p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-78). One table will not reproduce clearly because of small print.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Resources, *Economic Status, Exceptional Child Research, Graduate Surveys, High Schools, *Job Training, *Mild Mental Retardation, Program Evaluation, *Social Adjustment, *Vocational Adjustment, *Work Experience Programs

The study was undertaken to investigate the post high school status of 76 mildly retarded graduates (1974-78) of the work/study programs of the eastern and central zones of the Heartland Area Education Agency. Interviews of the Ss yielded data which were analyzed in four main categories: social adjustment, community resources, vocational adjustment, and economic adjustment. Among findings were that 18% of the graduates were married (none were divorced), 63% were living with parents, and over 87% had not taken any academic consumer education or apprentice training following completion of high school. Ss' ratings of level of preparation for employment indicated that most Ss felt the program was either greatly helpful or somewhat helpful in all areas surveyed. Three fourths of the graduates found work through their work/study teacher, and 69% of the graduates were currently employed. The largest percentage of males were paying most of their living expenses, and the largest percentage of females were paying none of their expenses. Among eight recommendations was that more cooperation among parents, schools, and community agencies is needed to develop activities leading to student knowledge and practice of acceptable social skills. The survey instrument and a list of current occupations of graduates are appended. (PHR)

ED 187 072 EC 124 337

Morse, William C.

Ritualism and Reality in School Psychology.

Pub Date-Feb 80

Note-21p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session Th-88).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, *Role Perception, *School Psychologists, Social Change

The changing role of the school psychologist in light of societal changes, changes in the profession, and the needs of handicapped children is discussed. Such professional dilemmas as the conflict between requirements for mundane assessment tasks and meaningful psychological practice are considered. Relationships of the school psychologist with pupils, with teachers, and with parents are examined. (DB)

ED 187 073 EC 124 338

Ingram, Leslie A.
Teacher Burnout in Special Education: The Personal Perspective of a Classroom Teacher.
Pub Date-Apr 80
Note-10p.; Paper presented at the Annual International Convention of The Council for Exceptional Children, 58th, Philadelphia, PA, April, 1980, Session F-11).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, Intervention, *Stress Variables, Teacher Attitudes, *Teacher Morale
Identifiers-*Burnout

A special education teacher recounts her own experiences of burnout, suggests a 5 stage progression for the condition, and lists 12 ways of managing the problem. Among possible solutions are keeping a journal to look at situations more objectively, creating a support system at school, getting involved in inservice, taking mental health days, and reflecting on the reasons for entering the profession. (CL)

ED 187 074 EC 124 339

Ruttle, Kristi

Play Training for the Autistic Child without Previous Play Behavior.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-22).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autism, *Behavior Change, Children, Motivation, *Play, Program Effectiveness, *Training Methods

The case study reports the findings of systematic play training with a 7 year old autistic male who had never exhibited play behavior. The research procedure involved three phases: imitation training, training manipulative play, and motivation training. Training during the three phases was conducted three times per week for 7 1/2 months in a quiet area of the self contained public school classroom. Results supported the contention that play behavior can be trained. On immediate posttest the child could perform 100% of the imitations 77% on verbal command and 23% with a model. Training manipulative play with six toys was achieved. The child decreased the frequency of socially unacceptable behaviors and increased the frequency of socially acceptable play behaviors. (Author/SBH)

ED 187 075 EC 124 340

Ford, Patricia

Career Education and Working with Industry.

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-25).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Development, *Career Education, *Community Resources, Counselor Role, *Disabilities, Employers, *Employment, Industry, Job Placement, Program Development, School Community Relationship, Secondary Education, Vocational Adjustment, *Vocational Education

The author discusses a career education program for secondary level disabled students and considers the role of the community and industry in improving educational services. Among seven issues which may be covered in a career development class are self awareness, career and personal assessment, career exploration, and career placement. Other program components advocated are work adjustment counseling; a referral system; followup services; and in-house counseling for personal, educational, and vocational difficulties. A counselor's role is considered, and vocational education's contributions are examined. The second part of the paper addresses ways in which educators can better prepare students for competitive employment by using the community and business as resources. Six suggestions are made regarding approaching employers considering hiring the handicapped. Preparation and actual techniques during an initial visit with an employer are discussed. Five job placement suggestions conclude the paper. (CL)

ED 187 076 EC 124 341

Candler, Ann Sowell, Virginia

Mainstreaming Special Educators: Interface between Regular and Special Education.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-42).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Planning, *Disabilities, Elementary Secondary Education, *Mainstreaming, Teacher Attitudes, *Teamwork

The paper focuses on the enhancement of the interface between regular educators and special educators with particular emphasis on effective mainstreaming of special education students. It is pointed out that for the interface to take place, positive interpersonal relationships, cooperative teaching conditions, and specific strategies and techniques for assisting the student in transition from special education to regular education are necessary. An agenda for conferences between regular and special class teachers is outlined; information regarding cooperative planning, shared classroom procedures, and innovative techniques is discussed; and the importance of student motivation is stressed. (SBH)

ED 187 077 EC 124 342

Flack, Beth And Others

I Only Have This Student for 5 Hours a Day. What Do You Expect?

Pub Date-Apr 80

Note-46p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-64). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Modification, Case Studies, *Contingency Management, *Environmental Influences, Exceptional Child Research, *Institutionalized Persons, *Multiple Disabilities, Self Care Skills, *Severe Disabilities

The paper describes a special education staff's problems with teaching a severely handicapped institutionalized population and reports on observations of seven multiply handicapped (blind-mentally retarded) students. The students' feeding skills performance in the institution and the school was compared in such terms as diet, utensil use, special equipment, self help activities, communication, interaction, feeding skills, and inappropriate behaviors. Analysis led to the conclusion that Ss distinguished between environments, behaving differently according to the expected contingencies and reinforcement. Two case studies of a self abusive and an incontinent severely handicapped adult are provided to illustrate the effect of different handling by staff at the institution and the school. (CL)

ED 187 078 EC 124 343

Imber, Steve C.

Cooperative Parent-Teacher Strategies for Managing Behavior Problems of Special Needs Children: A College Workshop for Parents and Teachers of Exceptional Children and Youth.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-68).

Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification, *Behavior Problems, College Programs, Course Content, *Disabilities, Elementary Secondary Education, Inservice Teacher Education, Parent Education, *Parent Teacher Cooperation, *Workshops

The author reviews literature supporting the importance of cooperative parent-teacher relationships for exceptional children and describes a graduate level course offered at Rhode Island College on behavior management for parents and teachers of exceptional children and youth with behavior problems. Both advantages and problems with offering a college course on behavior management for parents and teachers of exceptional children are considered, including that parents and teachers can explore their feelings about positive and negative parent-teacher conferences and that special administrative arrangements need to be made so parents and teachers can take the same course. A sample contract for an exceptional child is offered. (SBH)

ED 187 079 EC 124 344

Condon, Kathryn Dahlstrom, Mark

Development and Implementation of an Effective Early Childhood Handicapped Program.

Kenosha Unified School District 1, Wis. Dept. of Special Education.

Pub Date-Apr 80

Note-23p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-70).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Disabilities, *Early Childhood Education, *Educational Diagnosis, Emotional Development, Hearing Impairments, *Mainstreaming, Motor Development, Occupational Therapy, Physical Disabilities, Program Descriptions, Screening Tests, Self Help Programs, Skill Development, *Social Development, Speech Handicaps

The paper describes the Early Childhood Handicapped Program of Kenosha (WI). The program focuses on receptive and expressive language, fine and gross motor skills, self-help skills, cognitive skills, perceptual skills, and social/emotional skills development. For admission into the program, children must exhibit significant delays in two or more areas. Five classrooms serve the needs of approximately fifty 3 to 6 year old exceptional children. Two of the classes are self-contained, two have a self-contained/integrated structure, and the fifth classroom provides maximum integration with normal children. Specific programs are ongoing in the areas of physical handicaps, speech impairments, and hearing impairments; and physical and occupational therapy is offered. Screening procedures include at home interviews, hearing tests, and psychological/educational evaluations by a team. Supportive components, such as parent involvement and behavior management programs, are important aspects of the overall program. Twenty-four tests and/or assessment instruments are briefly described. (PHR)

ED 187 080 EC 124 345

Mukuma, Diana

A Rating Scale for Untestable Children: BRIAAC.

Pub Date-Apr 80

Note-8p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-73).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autism, Behavior Change, *Behavior Rating Scales, Communication Skills, Elementary Secondary Education, *Evaluation Methods, Interpersonal Competence, Observation, Personality Development, *Severe Disabilities, Speech, Student Evaluation, Tests

Identifiers-*BRIAAC

An evaluation instrument (BRIAAC) for assessing untestable children is described. The observational tool is said to be particularly appropriate for autistic and other severely withdrawn children. The BRIAAC assesses level of present function and measures behavior changes in the following areas: relationship with an adult (physically and emotionally), communication with peers and adults, drive for mastery, vocalization and expressive speech, sound and speech reception, social responsiveness, body movement, and psychobiological development (from primitive to later personality characteristics). Scoring procedures are described. (CL)

ED 187 081 EC 124 346

Gallegos, Robert L. And Others

Bilingual/Bicultural Education Special Education: An Interface.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-85).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Students, *Court Litigation, *Disabilities, *Minority Groups, *Student Needs

The article addresses two basic issues which relate to the education of the bilingual/bicultural handicapped child proper assessment and appropriate classroom placement, and the provision of educational services which adequately meet the linguistic and cultural needs of the handicapped minority child. Relevant historic litigation and its impact on current special education programing is summarized. Finally, bilingual/bicultural considerations are explored, examined, and related to the needs of the exceptional bilingual child. (Author/SBH)

ED 187 082 EC 124 347

Idol-Maestas, Lorna
Oral Language Responses of Children with Reading Difficulties.
Pub Date-Apr 80
Note-39p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session B-10).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Ethnicity, Exceptional Child Research, *Group Membership, *Instructional Program Divisions, Language Patterns, Performance Factors, Reading Diagnosis, *Reading Difficulties, *Sex Differences, *Speech Skills

An investigation to determine whether reading disabled children exhibit deviant oral language behaviors was undertaken in a study of 103 children in second, fourth, and sixth grades (in two groups, one reading disabled, one control). Four dependent measures (Developmental Sentence Scoring, Mean Length of Utterance, Type Token Ratio, and verbal prompts used to obtain a language sample of 50 or more utterances) and four independent variables (group membership, grade level, sex, and ethnicity) were analyzed. Among findings were that sex was a significant factor, with females scoring higher on morphological and grammatical/syntactical measures, and that group membership accounted for 15% of the variance in scores in the four dependent measures. Grade level and ethnicity were not significant factors. (PHR)

FL

ED 187 083 FL 010 927

Cohen, Andrew D. And Others
Evaluating Evaluation. Bilingual Education Series: 6. Papers in Applied Linguistics.
Center for Applied Linguistics, Washington, D.C.
Pub Date-Nov 79
Note-81p.
Available from-Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 ($5.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, Criterion Referenced Tests, Educational Assessment, Educational Research, Elementary Secondary Education, Ethnography, Language Usage, Norm Referenced Tests, *Program Evaluation, *Reading Tests, Research Methodology, Speech Skills
Identifiers-*Bilingual Programs, Natural Language

Results from three small-scale investigations of specific aspects of bilingual schooling as well as results of a more traditional large-scale evaluation of bilingual education programs in downstate Illinois are presented. The three small studies were designed to assess natural language in the classroom, compare criterion-referenced versus norm-referenced reading tests in bilingual classes, and provide an ethnographic description of bilingual language use patterns. An introduction to Evaluating Evaluation by Margaret Bruck and Andrew D. Cohen is included. The study articles are as follows: (1) Assessing Bilingual Speaking Skills: In Search of Natural Language'' by Andrew D. Cohen and Charles L. Roll; (2) Assessing Bilingual Reading Skills: Criterion-Referenced versus Norm-Referenced Testing of Spanish Reading'' by Flora V. Rodriguez-Brown and Andrew D. Cohen; (3) Assessing Language Use in Bilingual Classrooms: An Ethnographic Analysis'' by Margaret Bruck, Jeffrey Shultz, and Flora V. Rodriguez-Brown; and (4) Assessing Bilingual programs: Methodological Considerations in Large-Scale Evaluations'' by Andrew D. Cohen and Flora V. Rodriguez-Brown. Selected additions to the literature on bilingual education are included. (SW)

ED 187 084 FL 010 939

Racle, Gabriel
Deep Psychopedagogy in Language Teaching.
Pub Date- 79
Note-32p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acceleration, Classroom Environment, *Instructional Innovation, *Psychoeducational Methods, *Second Language Instruction
Identifiers-*Suggestopedia

Suggestopedic language teaching, which is based on Lozanov's theories and their applications to teaching, is discussed. A language course based on suggestopedia covers a large amount of material in a very short time. This approach is designed to stimulate the student to assimilate a considerable amount in a short time, enabling him to use the language as a communication tool as early as possible. In addition, the beginning of a course is treated as a particularly sensitive and important time, since the initial phase may largely determine the learner's language behavior. From the very first minutes of a suggestopedic course, the student is involved in quasi-real communication. The 12 students who make up the group are involved in the first dialogue, the theme of which is getting acquainted.'' The important elements in this teaching approach involve freeing the student quickly from inner tensions, because after a brief contact with the language, conversation with a neighbor is achieved. It is suggested that the basic instructional materials of the suggestopedic course satisfy the student's need to communicate by providing him with the means of doing so without undue concern for linguistic progression. The materials should also take into account emotional factors that may have unconscious repercussions on learning. Further discussion concerns adult groups in a suggestopedic language course, the application of music for deep psychopedagogy in language teaching, and teacher and student roles. (SW)

ED 187 085 FL 010 940

Racle, Gabriel L.

Civilisations of the Left Cerebral Hemisphere?

Pub Date- 79
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Auditory Perception, *Cerebral Dominance, *Consonants, Lateral Dominance, *Neurolinguistics, Perceptual Development, *Vowels, Western Civilization
Identifiers-*Japanese People, Tsunoda (Tadanobu)

Research conducted by Tadanobu Tsunoda on auditory and visual sensation, designed to test and understand the functions of the cerebral hemispheres, is discussed. Tsunoda discovered that the Japanese responses to sounds by the left and the right sides of the brain are very different from the responses obtained from people from other countries. His tests show that a Japanese left cerebral hemisphere receives a wide range of sounds: linguistics sounds (vowel and consonant sounds); and nonlinguistic sounds, including cries, emotional utterances, traditional Japanese musical instruments, sounds of wind, waves, and creeks. In comparison, the range of sounds received by the left hemisphere of people from western countries is narrower, apparently limited to syllables made up of consonant and vowel sounds. On the other hand, the right hemisphere of a Japanese receives a very limited amount of artificial or man-made sounds: mechanical sounds, Western musical instruments, and noise. Japanese living outside of Japan where Western languages are spoken do not show the typical Japanese pattern after the second or third generation. However, the children of Americans or Koreans who are exposed from their birth to a complete Japanese environment have the Japanese brain functioning system. It appears that the uniqueness of the Japanese brain functions comes from the influences of the environment (SW)

ED 187 086 FL 011 026

Elrod, Reta W. And Others

Secondary French Guidelines: Levels I, II, III.

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date-79

Note-65p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cross Cultural Training, *Cultural Education, *Curriculum Guides, *French, *Language Skills, Listening Comprehension, Reading, Secondary Education, *Second Language Instruction, *Second Language Learning, Speech Communication, State Curriculum Guides, Writing Instruction

This publication sets out objectives for the development of the four language skills listening, speaking, reading and writing and for an understanding of the culture of French, Levels I, II, and III. A level of language learning is defined in terms of student performance rather than a period of time. The intention of the guidelines is to help schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities. The guide describes learning objectives, learning activities, and evaluation activities for each of the four skills according to level. The culture section deals with the three levels in general and contains some indications for French-American studies. A suggested inventory of structural items for Levels I-III concludes the guide. (AMH)

ED 187 087 FL 011 030

Haskell, John F., Ed.

TESOL Newsletter: Articles from Volume X (Numbers 1-5).

Teachers of English to Speakers of Other Languages.

Pub Date-76

Note-56p.

Pub Type- Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Students, Applied Linguistics, Audiovisual Aids, Communicative Competence (Languages), Educational Opportunities, Educational Testing, Elementary Secondary Education, *English (Second Language), Equal Education, Foreign Students, Immigrants, *Instructional Materials, Public Speaking, Reading Materials, *Second Language Instruction, Speech Skills, Student Characteristics, Teacher Developed Materials, *Teaching Methods, Writing Instruction

Three volumes of the ``TESOL Newsletter'' from 1976 and November 1975 present articles on different aspects of teaching English as a second language. Many of the articles discuss teaching techniques, including: (1) a discussion of teaching written English through sector analysis, (2) a description of a counseling-learning model for second language learning, (3) a reference list for teaching grammatical structures in situational contexts, (4) ideas for increasing communicative competence of ESL students, (5) a discussion of improving teacher-made language tapes, (6) a discussion of public speaking in the ESL classroom, and (7) a consideration of the ``Silent Way'' approach to language teaching. Other articles discuss student needs, and the results of a survey that

clarifies characteristics of ESL students are presented. Testing is discussed in articles on: (1) the use of the Cloze test to select reading material, and (2) testing adult immigrants in open enrollment programs. Other articles include a description of the Family Language Problem of John Jay High School in Park Slope and reflections in applied linguistics. (NCR)

ED 187 088 FL 011 031

Klipple, Sitha And Others
Secondary German Guidelines: Levels I, II, III.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-79
Note-63p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cross Cultural Training, Cultural Awareness, *Cultural Education, *Curriculum Guides, *German, Listening Comprehension, Reading, Secondary Education, *Second Language Instruction, *Second Language Learning, Speech Communication, State Curriculum Guides, Writing Instruction

This manual is designed to assist schools in developing their German curriculum and to assist teachers in planning courses, units of work, and daily classroom activities. These guidelines for the teaching of German in secondary schools are based on the premises that language is communication and that language and culture are interrelated. The student-centered curriculum emphasizes student participation in the design of the learning objectives for the development of language skills and for the understanding of German culture. Each of the three levels of the total course is divided into the four basic skill areas listening, speaking, reading, and writing. Within each of these, learning objectives, learning activities, and activities for evaluation are delineated. The culture-based curriculum aims to generate cross-cultural understanding through awareness of and empathy for the German culture and people. Throughout the guidelines, the emphasis is on learning outcomes through a variety of learning experiences and active student involvement. (PMJ)

ED 187 089 FL 011 032

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 10 No. 3.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-79
Note-132p.
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Language-German
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, *Second Language Instruction, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 297 items in this issue appeared in 1978 and 1979 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French, and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers, and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

Laxer, Robert M., Ed.
Bilingual Tensions in Canada. Curriculum Series/41.
Ontario Inst. for Studies in Education, Toronto.
Pub Date-79
Note-96p.
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($6.00)
Pub Type- Opinion Papers (120) - Collected Works - General (020) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-Acculturation, *Bilingualism, Cultural Background, *Culture Conflict, Educational History, Foreign Countries, *French, *Language Attitudes, *Language Role, *Official Languages, Social Influences
Identifiers-*Canada

As part of a project involving secondary school teachers in Canadian provinces, the role of language, particularly the use of French by French Canadians in education and in daily life, is considered. In a

collection of readings, the contemporary debate over language and the status of official languages in various parts of Canada are reviewed and interpreted, and the relationship between language and cultural preservation and the part that language has played in the evolution of Quebec's distinctiveness and its nationalism are examined. The air traffic controllers' dispute over language in the summer of 1976, which brought the issue to a head and revealed the wide gap between the attitudes of English Canada and those of Quebec toward the role of the French language in that province, and in Canada as a whole, is considered. The federal government's Official Languages Act of 1969 and Quebec's response, Bills 22 and 101, are described, and the history of education in the French language in Manitoba and Ontario is discussed. The question of assimilation and the possibility of the eventual disappearance of the French language outside Quebec are also considered. (SW)

ED 187 091 FL 011 105

Standard Chinese: A Modular Approach. Student Text. Module 1: Orientation; Module 2: Biographic Information.

Defense Language Inst., Monterey, Calif.
Pub Date-Aug 79
Note-238p.; For related documents, see FL 011 106-109.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940 ($4.00).
Language-English; Chinese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Chinese, *Chinese Culture, *Communicative Competence (Languages), *Conversational Language Courses, Cultural Education, Orthographic Symbols, Speech Communication, *Standard Spoken Usage, Student Characteristics, Vocabulary Development, Written Language

Texts in spoken Standard Chinese were developed to improve and update Chinese materials to reflect current usage in Beijing and Taipei. The focus is on communicating in Chinese in practical situations, and the texts summarize and supplement tapes. The overall course is organized into 10 situational modules, student workbooks, and resource modules. This text covers the orientation module and the biographic information module. The orientation module involves talking about the students and where they are from, and the biographic information module involves talking about the students' background, family, studies, and occupation, and about their visit to China. Additionally, students need to undertake resource modules in pronunciation, romanization, and numbers, at the same time they are studying this text. The biographic information module provides linguistic and cultural skill training needed for a simple conversation typical of a first meeting situation in China. Background notes about Chinese languages, written Chinese, Chinese characters, and personal names and titles are presented. Drills, reference lists, vocabulary, and notes accompany each of the 12 units of the text. (SW)

ED 187 092   FL 011 106

Standard Chinese: A Modular Approach. Student Text. Module 3: Money; Module 4: Directions.

Defense Language Inst., Monterey, Calif.
Pub Date-Aug 79
Note-218p.; For related documents, see FL 011 105-109.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940 ($3.70).
Language-English; Chinese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Chinese, *Chinese Culture, *Communicative Competence (Languages), *Conversational Language Courses, Cultural Education, Geographic Location, Monetary Systems, Speech Communication, *Standard Spoken Usage, Vocabulary Development

Texts in spoken Standard Chinese were developed to improve and update Chinese materials to reflect current usage in Beijing and Taipei. The focus is on communicating in practical situations, and the texts summarize and supplement tapes. The overall course is organized into 10 situational modules, student workbooks, and resource modules. This text covers the money and directions modules. The money module provides skill training needed to exchange money, make simple purchases, and discuss purchases in Chinese. A criterion test on biographic information must be passed before beginning this module. The directions module provides skill training needed to ask for and understand directions to any place indoors or outdoors, to give simple directions, to understand and give addresses, and to describe relative locations. The money criterion test must be passed as a prerequisite. Drills, reference lists, vocabulary, and notes accompany each of the 11 units of this text. (SW)

ED 187 093 FL 011 107

Standard Chinese: A Modular Approach. Student Workbook. Module 1: Orientation; Module 2: Biographic Information.

Defense Language Inst., Monterey, Calif.

Pub Date-Aug 79

Note-254p.; For related documents, see FL 011 105-109.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940 ($3.65).

Language-English; Chinese

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Chinese, *Chinese Culture, Communication (Thought Transfer), *Communicative Competence (Languages), Cultural Education, Speech Communication, *Standard Spoken Usage, *Workbooks

Texts in spoken Standard Chinese were developed to improve and update Chinese materials to reflect current usage in Beijing and Taipei. The focus is on communicating in Chinese in practical situations. The overall course is organized into 10 modules, student workbooks, and resource modules. This workbook covers the orientation and biographic information modules and includes exercises and communication games. The communication games set up defined, limited situations to talk about, and players are provided different information so that they can exchange this information. Goals are provided for communication games. (SW)

Standard Chinese: A Modular Approach. Student Workbook. Module 3: Money; Module 4: Directions.

Defense Language Inst., Monterey, Calif.
Pub Date-Aug 79
Note-188p.; For related documents, see FL 011 105-109.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940 ($3.15).
Language-English; Chinese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Chinese, *Chinese Culture, Communication (Thought Transfer), *Communicative Competence (Languages), Conversational Language Courses, Cultural Education, *Educational Games, Geographic Location, Monetary Systems, Speech Communication, *Standard Spoken Usage, *Workbooks

Texts in spoken Standard Chinese were developed to improve and update Chinese materials and to reflect current usage in Beijing and Taipei. The focus is on communicating in Chinese in practical situations. The overall course is organized into 10 situational modules, student workbooks, and resource modules. This workbook covers the money and directions modules and includes exercises and communication games. The communication games set up defined, limited situations to talk about, and players are provided different information so that they can exchange this information. Goals are provided for communication games. (SW)

ED 187 095 FL 011 109

Standard Chinese: A Modular Approach. Resource Modules: Pronunciation and Romanization, Numbers, Classroom Expressions, Time and Dates.

Defense Language Inst., Monterey, Calif.

Pub Date-Aug 79

Note-103p.; For related documents, see FL 011 105-108.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940 ($1.75).

Language-English; Chinese

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Chinese, *Chinese Culture, *Communicative Competence(Languages), *Conversational Language Courses, Cultural Education, Numbers, Orthographic Symbols, *Pronunciation Instruction, Romanization, Speech Communication, *Standard Spoken Usage, Time

Texts in spoken Standard Chinese were developed to improve and update Chinese materials to reflect current usage in Beijing and Taipei. The focus is on communicating in Chinese in practical situations. The overall course is organized into 10 situational modules, student workbooks for each module, and resource modules. This text contains resource modules in pronunciation, romanization, numbers, classroom expressions, and times and dates. The resource modules are designed to supplement the texts. The pronunciation and romanization module provides a brief, systematic introduction of the sound system of Standard Chinese and its written representation in Pinyin'' romanization. The numbers module introduces the Chinese numbers from zero through 99,999 and ordinal numbers, and the time and dates resource module summarizes and supplements core module presentations concerning years, days of the week, and clock time. Tapes and workshop displays and exercises are designed to accompany the resource modules. (SW)

ED 187 096 FL 011 124

Jacobson, Marc R.

Phones in Philippine Languages. Studies in Philippine Linguistics, Vol. 3, No. 1.

Summer Inst. of Linguistics, Manila (Philippines).
Pub Date-79
Note-40p.
Available from-Photoduplication Services, Rizal Library, P.O. Box 154, Manila, Philippines.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Contrastive Linguistics, Data Collection, *Indonesian Languages, *Language Research, *Malayo Polynesian Languages, *Phonemes, *Phonology, *Suprasegmentals
Identifiers-*Philippine Languages

Phonological data of 30 Philippine languages are presented. The languages were selected as representative of 12 minor families within the Philippine group. The data is charted for easy comparison between language families and between individual languages. The research method consists of gathering data from journal articles and unpublished phonological reports prepared by members of the Summer Institute of Linguistics. Materials were written between 1953 and 1977. Each of the languages was then charted and a questionnaire was sent out to a linguist who is currently working in the language. The questionnaire probed notable ommissions in the phonology of the language apparent when comparison was made with other languages in its family. The revised data are presented in three charts, the first of which presents stop and affricate phonemes and their allophones and lists the language family name. Chart two presents fricative, liquid, nasal, and semivowel phonemes and their allophones. Chart three gives vowel and supersegmental phonemes and their allophones. Areas for further research are briefly considered. The questionnaire and list of contributing linguists and a technical description of phone symbols are appended. A bibliography is included. (SW)

ED 187 097 FL 011 143

Johnson, Mary Canice

Discussion Dynamics: An Analysis of Classroom Teaching.

Pub Date-79
Note-143p.
Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($9.95)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Classroom Communication, *Discourse Analysis, Elementary Secondary Education, *Group Discussion, *Interaction Process Analysis, Mutual Intelligibility, *Questioning Techniques, Sociolinguistics, Speech Communication, *Verbal Communication
Identifiers-Presupposition

Dynamics of discussion in the classroom are analyzed based on data from 64 classrooms in Georgia, Alabama, and Florida. Among the discourse problems considered are the separation of answers from questions, the relationship between the presupposition of an utterance and the speaker/hearer assumptions, and the relationship between utterance form and illocutionary act. Analysis was based on data from videotapes made during the 1968-69 academic year for grades one, four, seven, and ten. The first sequential move of classroom discussion is the soliciting move and the respondent selection process, which is followed by the responding move. Excerpts of classroom data are presented that illustrate the solicitations and the kinds of responses that are given. Three types of relationships that exist between consecutive classroom discussion cycles are: (1) the topical relationship; (2) a conjunctive relationship, when the same solicitation is carried from one cycle to the next; and (3) an embedded relationship, when either the higher'' solicitation or the embedded question may be treated as immediately relevant. Evidence is presented of interpretations that teachers and students make when an expected move does not occur within classroom discussion. (SW)

ED 187 098 FL 011 154

Donoghue, Mildred R. Kunkle, John F.
Second Languages in Primary Education.
Pub Date-79
Note-167p.
Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($5.95)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Bilingual Education, Career Education, English (Second Language), *Fles, Immersion Programs, Language Dominance, *Language Role, *Language Skills, Language Tests, Primary Education, *Second Language Learning, Student Characteristics, *Student Evaluation, Teacher Qualifications

A book on second languages in primary education, designed to assist both classroom teachers and language specialists, is presented. The following topics are addressed: (1) reasons for studying a second language; (2) reasons for children to learn a second language; (3) language choices; (4) qualifications of teachers; (5) FLES, bilingual education, and language switch programs; (6) characteristics of children that language teachers should understand; (7) foundations and taxonomies of second language study; (8) the FLES method and oral skills; (9) reading and writing skills; (10) the cultural component; (11) planning for learning and teaching; (12) evaluation in second language learning; (13) English as a Second Language and its relationship to bilingual education;and (14) second languages and career education. Information on designs for bilingual programs at the elementary school level and elementary school evaluation instruments for language dominance and language proficiency are appended. (SW)

ED 187 099 FL 011 176

Mackey, William F.

Three Concepts for Geolinguistics. Publication B-42.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-73

Note-89p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Geographic Concepts, *Language Attitudes, Language Maintenance, *Linguistic Theory, *Mathematical Linguistics, Second Language Learning, *Sociolinguistics

Identifiers-*Geolinguistics, *Language Contact, Prestige Languages

The first concept proposed by this paper for explaining the global dynamics of linguistic phenomena is ``language power,'' the total investment in time, money, and energy that is made for the purpose of learning or preserving a particular language. Indicators that become factors in the formula for determining language power include demographics, dispersion, mobility, economics, ideology, and culture. The second concept is ``language attraction.'' The attractiveness of a given target language is mathematically a function of its status, territorial considerations, and interlingual similarities and differences. Finally, ``language pressure'' may be thought of as a variety of language attraction that occurs when language territories coincide and language groups interpenetrate. The measurement of such pressure by comparing the linguistic force of the two co-existing languages provides a means for quantifying processes of cultural change. The validation of the three concepts is discussed, with examples from various European countries. Tabular data regarding linguistic forces are appended. (JB)

ED 187 100 FL 011 181

Berzabel, Ofelia G.

Reading Right: Ilocano Translation Manual. English for Special Purposes Series: Nursing Aide.

Honolulu City and County Office of Human Resources, Hawaii.; Honolulu Community Coll., Hawaii.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-77
Contract-DL-15-6053-37
Note-133p.; Some pages marginally legible; Best copy available.
Language-Ilocano; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, *English (Second Language), *English for Special Purposes, Grammar, High Interest Low Vocabulary Books, *Indonesian Languages, Instructional Materials, Language Usage, Medical Vocabulary, *Nurses Aides, Reading Materials, *Reading Skills, *Second Language Instruction, Vocabulary Development
Identifiers-*Ilocano

This Ilocano translation manual for nursing aides is designed to improve reading skills of U.S. immigrants. After short reading in Ilocano and English translations of vocabulary/phrases, comprehension, grammar, and language usage exercises are presented. Topical areas include: food, the hospital staff, body language, cleanliness in the hospital, measurements and medical abbreviations, emergencies, the library, observing and reporting, and job searching. (SW)

ED 187 101 FL 011 182

Phan, Van-Tanh

Speakeasy: Vietnamese Translation Manual. English for Special Purposes: Nursing Aide.

Honolulu City and County Office of Human Resources, Hawaii.; Honolulu Community Coll., Hawaii.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-77
Contract-DL-15-6053-37
Note-68p.
Language-Vietnamese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Communicative Competence (Languages), *English (Second Language), *English for Special Purposes, Grammar, High Interest Low Vocabulary Books, Instructional Materials, Language Fluency, Language Usage, Medical Vocabulary, *Nurses Aides, *Second Language Instruction, *Vietnamese, Vocabulary Development

This Vietnamese translation manual for nursing aides is designed to improve speaking skills of U.S. immigrants. Each section contains previews in Vietnamese as well as exercises and dialog situations that include English translations. Sections on introductions, time, meals, parts of the body, clothing and common articles, telephone situations, types of pain, and interviewing new patients in the hospital are included. A reference section covers the following areas: telling time; military time; expressions about time; kinds of food; word order for position words; verbs concerning today, yesterday, and tomorrow; hospital vocabulary on surgery; the internal body; abbreviations in the hospital; and temperature. (SW)

ED 187 102 FL 011 183

Berzabal, Ofelia G.
Reading Right: Tagalog Translation Manual. English for Special Purposes Series: Nursing Aide.
Honolulu City and County Office of Human Resources, Hawaii.; Honolulu Community Coll., Hawaii.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-77

Contract-DL-15-6053-37
Note-131p.
Language-Tagalog; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, *English (Second Language), *English for Special Purposes, Grammar, High Interest Low Vocabulary Books, Instructional Materials, Language Usage, Medical Vocabulary, *Nurses Aides, Reading Materials, *Reading Skills, *Second Language Instruction, *Tagalog, Vocabulary Development

This Tagalog translation manual for nursing aides is designed to improve reading skills of U.S. immigrants. After short readings in Tagalog, and English translations of vocabulary/phrases, comprehension, grammar, and language usage exercises are presented. Topical areas include: food, the hospital staff, body language, cleanliness in the hospital, measurements and medical abbreviations, emergencies, the library, observing and reporting, and job searching. (SW)

ED 187 103 FL 011 184

Park, Yong-Ok

Reading Right: Korean Translation Manual. English for Special Purposes Series: Nursing Aide.

Honolulu City and County Office of Human Resources, Hawaii.; Honolulu Community Coll., Hawaii.

Spons Agency-Department of Labor, Washington, D.C.

Pub Date-77

Contract-DL-15-6053-37

Note-134p.; Some print may not reproduce clearly.

Language-Korean; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, *English (Second Language), *English for Special Purposes, Grammar, High Interest Low Vocabulary Books, Instructional Materials, *Korean, Language Usage, Medical Vocabulary, *Nurses Aides, Reading Materials, *Second Language Instruction, Vocabulary Development

This Korean translation manual for nursing aides is designed to improve reading skills of U.S. immigrants. After short readings in Korean and English translations of vocabulary/phrases, comprehension, grammar, and language usage exercises are presented. Topical areas include: food, the hospital staff, body language, cleanliness in the hospital, measurements and medical abbreviations, emergencies, the library, observing and reporting, and job searching. (SW)

ED 187 104 FL 011 205

Torres-Reilly, Marta And Others

Guide to Professional Organizations. Resources in Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-79

Contract-400-77-0101

Note-165p.

Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Bilingual Education, Community Programs, *Information Sources, *Language Teachers, National Organizations, *Organizations (Groups), *Professional Associations, Second Language Instruction, *Teacher Associations, Uncommonly Taught Languages

A bilingual education resource guide containing a listing of 142 organizations serving a wide range of purposes and language groups is presented. Information on the organizations, which range from major national associations to community-based groups, includes the name, address, phone number, director, contact person, date of origin, target language group, major purpose, and scope of the organization. Entries are arranged alphabetically by title; indexes to geographic location and target language group appear after the general text of the document. An appendix listing embassies representing languages served by Title VII and by many of the organizations follows the indexes. The organizations were identified by bilingual education administrators, supervisors, and teachers participating in Title VII and non-Title VII programs. A database containing more detailed information about each organization is also maintained. (SW)

ED 187 105 FL 011 216

Brisk, Maria Estela And Others
Working with the Bilingual Community.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-79
Contract-400-77-0101
Note-92p.

Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees, *American Indians, *Bilingual Education, Choctaw, Community Education, Community Role, Court Litigation, Decision Making, Educational Assessment, Elementary Secondary Education, English (Second Language), Federal Legislation, *Latin Americans, Leadership Qualities, Needs Assessment, *Parent Influence, Parent School Relationship, *Policy Formation, *School Community Relationship, Spanish
Identifiers-*Elementary Secondary, Illinois (Chicago), Mississippi

A collection of five papers dealing with parental/community involvement in bilingual education is presented. Maria Estela Brisk discusses the role of the community in bilingual education in light of legislative and judicial issues. Maria B. Cerda and Jean J. Schensul describe in detail a Chicago program designed to train parental leaders in the Hispanic community. Kennith York discusses the Mississippi Choctaw Bilingual Education Program and how parents and community members have contributed to its initiation, growth, and success. Norberto Cruz summarizes his recent research identifying roles and functions of parent advisiory councils serving Title VII Spanish-English programs. Alberto Ochoa examines the need for parental participation, presents three approaches for involving the community, and suggests activities for generating parental interest and support. (Author/SW)

ED 187 106　　　　　　　　　　FL 011 218

Goldsmith, Ross P. Babcock, Marilyn
Colorado Bilingual Program Evaluation Forms.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-46p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, TX 78752 ($5.00)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Comparative Analysis, Elementary Secondary Education, Parent Participation, *Reading Achievement, *Records (Forms), School Districts, School Statistics, State Programs, *Statistical Analysis, Student Evaluation, *Test Results
Identifiers-*Colorado

Evaluation forms used by the Colorado bilingual program are presented.

Contents include forms concerning the following information: (1) pupil numbers by category information, (2) pupil attendance data, (3) parent advisory council information, (4) parent participation by specific activity, (5) reading achievement data district level test data summary, (6) reading achievement data grade level summary, (7) reading achievement data district pre-post test summary for L/D and non-L/D students in bilingual education programs, and (8) reading achievement data district pre-post test summary for L/D and non-L/D students not in bilingual education programs. Additionally the following materials are included: instructions for summarizing district achievement data, formulas for use in reporting district-level achievement data, instructions for reporting class reading achievement data, and tables for conversion of percentile ranks to NCEs. (SW)

ED 187 107 FL 011 219

Holtzman, Elsa Hernandez And Others

Field-Dependence/Field-Independence. Educational Implications for Bilingual Education.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-54p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, TX 78752 ($3.50)
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Education, Cognitive Development, *Cognitive Style, *Hispanic Americans, *Perceptual Development, *Personality Traits, Psychological Patterns, Spatial Perception, *Student Teacher Relationship, Teaching Styles
Identifiers-Field Dependence, *Field Independence, Witkin (HA)

An overview of cognitve styles and research in the field of field dependence/field independence within the context of the special needs of Hispanic students is presented. Various studies by Witkin et al. on the dimension of field dependence/field independence required the subject to perceive an item independently of the field or context that surrounds it. Findings regarding developmental trends in field dependence/field independence, origins of this dimension, sex differences, and interpersonal behavior are considered. The three basic instruments for the measurement of field independence are described, and implications for learning and teaching are examined. It is suggested that since Hispanic American students tend to score in a more field dependent direction than Anglo American students, their cognitive style may have educational implications for the teacher attempting to deal with the

particular needs of these students in the classroom. The relationship of the teacher's cognitive style to his/her mode of operating in the classroom is also investigated. Child rating forms for field independent/dependent observable behaviors, teaching strategies observation instruments, and references are included. (SW)

ED 187 108 FL 011 249

Gensler, Orin

Non-Syntactic Antecedents and Frame Semantics.

Pub Date-77
Note-15p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977)
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Grammar, *Language Processing, Language Research, *Linguistic Theory, *Pronouns, *Semantics, Sentence Structure, Speech Communication, Surface Structure, Syntax
Identifiers-*Anaphora

A polemic is made for frame semantics and the linguistic phenomenon of anaphoric reference without noun phrase (NP) antecedent is examined within this frame. Non-syntactic anaphora is that which does not point out into the real world but rather points back into the discourse in a frame which has been built up between the speaker and hearer in a discourse. (For example, How do you like 'that'?'' That'' is the anaphor whose meaning and grammatical behavior are interpretable only with respect to an antecedent.) Such anaphora, the situations in which it appears, and its various types of non-syntactic references, is sketched in a rough typology. Three plausibility arguments for the legitimacy of non-syntactic antecedents are presented. Non-syntactic anaphora is more common in speech than in writing. Whereas the total communication situation provides the referent in speech, this must be syntactically expressed in writing. The several properties of the use of it,'' this,'' and that'' are presented in detail. The primary criteria distinguishing the use of each are: (1) they way the speaker feels himself to be associated with the concept being referred to; (2) whether the anaphora themselves are antecedents for it''; and (3) speaker changes within the discourse. The proposal that all anaphora is non-syntactic is accompanied by objections to this hypothesis. (PMJ)

ED 187 109 FL 011 250

Karttunen, Lauri Peters, Stanley
Requiem for Presupposition.

Pub Date-77
Note-13p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)
Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Discourse Analysis, Language Research, *Linguistic Theory, *Pragmatics, *Semantics, Sociolinguistics, Speech Communication, Structural Analysis (Linguistics)
Identifiers-*Presupposition

Presuppositions, those propositions which the sentence is not primarily about but which have to be established prior to the utterance of a sentence in order for communication to go smoothly, are discussed. The notions of the Kiparskys (1970), Lakoff (1970, 1971), Fillmore (1971), Karttunen (1971), and Horn (1969) are summarized with examples in an attempt to determine the nature of and the basis for a presupposition. There are two types of propositions that can be presupposed by a sentence, a semantic presupposition and a pragmatic presupposition. The semantic notion requires truth of the presupposition to be a necessary condition for a declarative sentence to be usable for a statement-making speech act. The pragmatic notion requires belief in the presupposed sentence by the speakers and it is a necessary condition for normal, sincere, or felicitous utterance of the presupposing sentence. Three illustrative cases of presupposing sentences are examined in detail. It is demonstrated that they have such different properties that a single notion of what a presupposition is cannot be stated, nor can laws to govern presuppositions successfully account for and govern all presuppositions be established. (PMJ)

ED 187 110 FL 011 254

van Oosten, Jeanne

On Defining Prepositions.

Pub Date-77

Note-12p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).

Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)

Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Deep Structure, *Definitions, *Form Classes (Languages), *Grammar, Language Research, *Language Usage, *Semantics, Structural Grammar, Syntax, Vocabulary

Identifiers-*Prepositional Phrases

Criteria for defining individual members of the preposition word class are set forth. Arguments are presented against calling prepositions meaningless, yet it is conceded and explained that those which occur in wider contexts are vaguer due to their greater variability. The unitary, polysemous, and/or homonymous nature of prepositions are discussed. Prepositions are found to have a single meaning but with some qualifications. Sometimes the choice of a preposition may be conventionally prescribed, either by favoring one of two or more compatible notions or by continuing relics of older uses of prepositions. Semantic reinterpretation may place conventional expressions of the second type among those of the first type. Prepositions in expressions of the second type only accord with their central meaning insofar as they do not contradict it. The central meaning of prepositions occurring in many different environments is the spatial, or most concrete, one. The temporal and abstract uses are derived from the spatial or concrete via a spatial metaphor. (PMJ)

ED 187 111 FL 011 259

Terrell, Tracy

Observations on the Relationship between Group and Individual Variation in the Development of Constraints on Variable Rules: Evidence from Spanish.

Pub Date-77

Note-11p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).

Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)

Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Contrastive Linguistics, Data Analysis, *Factor Analysis, Group Behavior, Individual Differences, Language Research, *Language Variation, Phonetics, *Phonology, *Spanish

Identifiers-Constraints (Language), Deletion (Linguistic), *Variable Rules

A variable rule of /s/ deletion that operates in many varieties of Spanish is examined. A descriptive apparatus is posited that may be helpful in systematizing quantitative data from studies of phonological variability. Empirical data from the speech of informants show that ordering relationships among constraints on variable phonological rules may be quite complex. Factor groups may be ordered on a strength scale by means of a cross-products method. First and second order constraints are illustrated. Factors within a factor group may also be ordered. It is argued that this ordering should be determined on the basis of the relationship of the individual to the group. Three types of constraints are suggested: primary (all individuals conform), secondary (a

significant majority of individuals conform), and statistical'' (the group as a whole conforms but individuals vary randomly). It is suggested that this classification also describes certain aspects of the diachronic development of the adoption and spread of a variable rule. (Author/JB)

ED 187 112 FL 011 261

Lehman, Christina

On the Function and Use of Stress in Discourse.

Pub Date-77

Note-12p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).

Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Connected Discourse, *Discourse Analysis, Language Research, *Linguistic Competence, Linguistic Performance, Linguistic Theory, *Speech Communication, Standard Spoken Usage, *Stress (Phonology)

Identifiers-*Contextualization, Transcription

A telephone conversation was transcribed and marked for stress. A portion of the transcription, not marked for stress, was given to native English speakers who were asked to underline the word(s) in each sentence or phrase that should receive the most prominent stress. The overlap of actual stress and the assignments of the participants who were not linguists averaged 40%. Linguists achieved an overlap rate of 56%. Participants showed little agreement with one another. However, there was a tendency to focus on words of high semantic or informational content. Lack of correspondence between actual stress and assignments is attributed to a failure of participants to consider the discourse history, and to prefer dealing with one line at a time. Stress assignments by participants who heard the discourse read aloud showed an overlap rate of 71.5%. Since stress assignment accuracy for out-of-context phrases is not significantly less accurate than for in-context phrases, it seems that discourse context is useful chiefly to those engaged in actual conversation, and that, beyond a certain point, speaker intentions are not available to the reader of a transcription. These results are seen as implying a role for stress analysis in clarifying the notions of competence and performance. (JB)

ED 187 113 FL 011 263

Herrick, Earl M.

Interactive Computer Programs for Sorting and Mapping Dialect Data.

Pub Date-78

Note-97p.; Revised version of a paper presented at the International Conference on Methods in Dialectology (3rd, London, Ontario, August 8, 1978)

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Atlases, *Computational Linguistics, *Computer Oriented Programs, *Dialect Studies, Language Patterns, Language Research, Language Usage, *Language Variation, Research Methodology, Sociolinguistics, Statistical Analysis

Identifiers-*Isoglosses, *Scattergrams

This computer program, a mechanization of the handsorted techniques which geographical dialectology has been using, increases the number of hypotheses that can be explored and the various correlations that can be made. It can draw several of the kinds of maps that dialectologists have used in direct atlases. The hardware, software, and program design of the interactive program are described. Several conversations held with the computer and the maps of scattergrams and isoglosses thus produced are reported. These are based on Harold Allen's Linguistic Atlas of the Upper Midwest. One branch of the program sorts the responses in a variety of ways and calculates the percentages of informants who have given certain responses to certain questionnaire items. Printouts of the program itself and some of the results include: (1) data files of the responses given by informants and information on each informant, (2) a map of the dialects of North and South Dakota, and (3) maps of the several isoglosses and scattergrams drawn by the program. (PMJ)

ED 187 114 FL 011 264

Guerrette, Linda May

Is the French Language Losing Its Struggle for Maintenance: An Investigation of Language Usage in Two Bilingual Communities in Maine.

Pub Date-79

Note-101p.; M.A. Thesis, University of Hawaii

Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Bilingualism, Cultural Influences, English, Ethnic Groups, *French, *Language Attitudes, *Language Dominance, *Language Maintenance, Language Proficiency, Language Research, *Language Role, Language Usage, Sociolinguistics

Identifiers-*Franco Americans, Maine

Over the last four generations, the language patterns in Maine's bilingual Franco-American communities have undergone a shift characterized by a widespread adoption of English and a decline of the ethnic language. The younger generations generally are unable or unwilling to use the French language and they express negative attitudes towards that language. The status of the French language in two communities in Maine, Van Buren and Lewiston, was studied in a three part investigation concerned with language dominance, the domains of language behavior, and the patterns of alternation between English and French. Twenty families, ten in each community, comprising 3 or 4 generations, were interviewed. In addition to the statistically measurable aspects of dominance, domain and alternation, the attitudes of the informants toward French and English were also studied. It is concluded that the effort to assimilate the Franco-Americans into the mainstream of American life is leading to the apparently irreversible loss of the French language as a medium of communication. (Author/AMH)

ED 187 115 FL 011 267

Brown, H. Douglas, Ed. And Others

On TESOL '77: Teaching and Learning English As a Second Language: Trends in Research and Practice.

Teachers of English to Speakers of Other Languages.

Pub Date-77

Note-332p.; Selected papers from the TESOL Annual Convention (11th, Miami, FL, April 26-May 1, 1977).

Available from-TESOL, 202 D.C. Transit Building, Georgetown University, Washington, DC 20057 ($10.00)

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, Black Students, Communicative Competence (Languages), Curriculum Design, Discourse Analysis, Elementary Secondary Education, *English (Second Language), Higher Education, Immersion Programs, Interdisciplinary Approach, Language Laboratories, *Language Research, Language Universals, Listening Skills, Material Development, Reading Processes, Reading Skills, *Second Language Instruction, *Second Language Learning, Spanish, Tagmemic Analysis, *Teaching Methods, Testing, Writing Skills

A selection of 27 papers presented at the 1977 TESOL convention is presented. Part one contains the four plenary-session papers which present: a comprehensive view of the teaching-learning process and related interdisciplinary research; the scope of research on language teaching; some of the larger issues in bilingual education; and a perspective on sociocultural variables in the education of black children. Part two, on the theory and practice of teaching, contains eight articles on classroom teaching procedures. Topics concern: a rationale for classroom grammatical explanations, a systematic outline of article usage in English, listening skills, tagmemic theory applied to teaching speaking skills, creative materials development for the language laboratory, reading skills, and understanding the reading process. Part three presents nine articles on recent trends in second

language acquisition research. Topics include: an overview of recent trends and models, universal processes and second language data, discourse analyis and English as a Second Language, communicative strategies, and a Spanish immersion program. Part four includes six papers on organizing and evaluating teaching and learning. (SW)

ED 187 116 FL 011 268

Blatchford, Charles H., Ed. Schachter, Jacquelyn, Ed.
On TESOL '78: EFL Policies, Programs, Practices.
Pub Date-78
Note-266p.; Selected papers from the TESOL Annual Convention (12th, Mexico City, Mexico, April 4-9, 1978).
Available from-TESOL, 202 D.C. Transit Building, Georgetown University, Washington, DC 20057 ($8.00).
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Size, Communicative Competence (Languages), Curriculum Development, Educational Policy, Elementary Secondary Education, *English (Second Language), *Foreign Countries, Higher Education, Inservice Teacher Education, *Instructional Materials, Language Processing, Language Research, *Linguistic Theory, Native Speakers, Public Policy, Reading Instruction, *Second Language Instruction, Sociolinguistics, Student Characteristics, Student Evaluation, Teacher Effectiveness, Translation, Writing Instruction
Identifiers-China

A selection of 29 papers presented at the 1978 TESOL convention is presented. Part one consists of the plenary addresses which concern the following: a survey of the profession, the notional-functional syllabus, the humanization of English as a Second Language, and a review of inconsistencies of national policies and priorities regarding the teaching of English abroad. Part two contains papers on the following professional concerns: variables important in constructing a language instruction program, a model for identifying goals for English achievement overseas, foreign language teaching in the People's Republic of China, a curriculum for maximizing the effectiveness of teachers whose English is less than proficient, the effectiveness of a teacher retraining program in Canada, and the advisability of translation as a part of language training. Part three covers various aspects of classroom practices as follows: (1) ways to adapt materials that are already in print, (2) classroom activities that illustrate the various registers of language use, (3) ways to overcome the drawbacks of huge classes, (4) interactions to prepare students for reading, (5) models for teaching writing, (6) differences between will'' and be going to,'' (7) ways to wean students away from dictionary reliance, and (8) a way to assess student progress by accurate observation and attention to

students themselves. Part four concerns experimental research. (SW)

ED 187 117 FL 011 277

Hart, Kausalya Hart, George L.
Beginning Tamil.
California Univ., Berkeley.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-G007701612
Note-366p.
Available from-Department of South and Southeast Asian Studies, 4115 Dwinelle, The University of California, Berkeley, CA 94720
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Alphabets, *Grammar, Instructional Materials, Nouns, *Pattern Drills (Language), *Second Language Instruction, *Tamil, Verbs, Vocabulary Development

An introductory textbook on Tamil grammar is presented. Tamil is spoken by the majority of the people who live in the State of Tamil Nadu in India. The 35 lessons cover the following: the Tamil alphabet, pronouns, morphophonemic rules, the plural, the imperative, the infinitive and negative imperative, oblique forms and uses, the dative and accusative, the sociative and instrumental, the locative and ablative, postpositions, impersonal verbs, adverbs, the potential, the prohibitive, the permissive, the present tense, the ordinary negative, the future and past tenses, numbers, the converbial, the negative converbial, the conditional and negative conditional, compound verbs, the participle, the verbal noun, the participial noun, the adjectival noun, the causative, the passive, interrogatives plus suffixes, the comparative and superlative, indirect discourse, and concessive of fact and supposition. Appendices contain other grammatical forms and a summary of verb forms, a grammatical index, a Tamil-English dictionary, an English-Tamil glossary, and spoken Tamil rules are included. Exercises and vocabulary sections are included. (SW)

ED 187 118 FL 011 295

Palmberg, Rolf

Strategies of Second-Language Communication.

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-78

Note-9p.

Journal Cit-CIEFL Bulletin; v14 n2 p1-8 1978

Pub Type- Journal Articles (080) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communicative Competence (Languages), Language Fluency, *Language Styles, Learning Processes, *Learning Theories, *Linguistic Performance, *Second Language Learning, *Speech Communication

The use of the term strategy'' in second language communication is discussed, and a typology of communication strategies is presented. Communication strategies are those systematic devices a second language learner uses in attempting to express precise meaning in the target language. Definitions of learning strategies and communication strategies found in the literature in this field are presented. It is suggested that a second language learner, in theory, adopts either of two principal communication strategies. The learner may avoid difficult words or grammatical constructions by producing something different than was intended or may omit the difficult words. This has been called a risk-avoiding'' strategy. In the opposite case, when the learner adopts a risk-taking'' strategy, he uses all linguistic resources to express his intended meaning, often at the risk of failing to achieve his communicative end. These resources include paraphrasing, invention of new words, guessing, and borrowing from other languages. A typology of communication strategies which is mainly a systematization of the typologies presented in Varadi (1973), TC & D (1976), and the Tarone (1977) is presented. The six basic communication strategies are the following: avoidance, appeal for assistance, admission of ignorance, paraphrase, transfer, and mime. Examples are included.(SW)

ED 187 119 FL 011 296

Das, Bikram K.

An Analysis of Some "Supra-grammatical" Aspects of Writing Done by Undergraduate Students.

Central Inst. of English and Foreign Languages, Hyderbad (India).

Pub Date-78

Note-20p.

Journal Cit-CIEFL Bulletin; v14 n2 p9-27 1978

Pub Type- Reports - Research (143) - Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-English (Second Language), *Expository Writing, *Generalization, Grammar, Higher Education, *Indians, *Language Processing, *Logical Thinking, Native Language Instruction, Undergraduate Students, *Writing Skills

Some of the "supra-grammatical" features of scripts written by undergraduate students in India are examined. The script writing was a test administered to assess the proficiency of students in the advanced cognitive and rhetorical skills involved in composition, both in their native language and English. The particular type of composition chosen for investigation was expository writing, or that which is disigned to inform. The test was designed to present the students with specific problems of expository writing, and to force them to use certain anticipated rhetorical structures and strategies. The writing task was based upon a statistical table on fatal motorcycle accidents, and required interpretation and explanation. Both the interpretation and explanation of facts involved drawing inferences from available evidence, making generalizations, and summarizing facts. In addition, students had to adopt certain hypotheses to explain facts, for which no evidence was directly available. Examples from the scripts are analyzed. Oral and written communication are discussed in light of the finding that bad writing has many of the qualities of spontaneous speech. What primarily seemed to distinguish bad writing from good was the presence of linearity and literalness. (SW)

ED 187 120 FL 011 297

Paranjpe, P. N.
Limitations of Linguistic Theories of Translation.
Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-78
Note-17p.
Journal Cit-CIEFL Bulletin; v14 n1 p1-16 1978
Pub Type- Reports - Research (143) - Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Formative Evaluation, Interpretive Skills, Language Research, *Linguistic Theory, *Models, Semantics, Syntax, *Translatic

Limitations of linguistic theories of translation are outlined and an argument is presented for the inclusion of an evaluation component in a comprehensive theory of translation. The tasks which a linguistic theory of translation sets for itself are formulated since these provide an ad hoc set of criteria for testing the adequacy of the various theories of translation and may also be used as criteria for classifying the linguistic approaches under review. Various theories of translation are examined, including those of Catford; Levy; Holliday; McIntosh and Streven; and Nida. The dissatisfaction with these and other linguistic theories of translation is their divergence from what is normally expected from a theory of translation the ability to derive from it criteria against which to make value judgments on a given translation. The framework for such an ability must be linguistic because in the final analysis a translation is a linguistic artifact. The evaluation component of an integrated theory of translation must consist of, in addition to its linguistic framework, parameters derived from other disciplines. If these parameters are ordered hierarchically and a rigororous procedure for applying the parameters is established, an adequate linguistic theory of translation will result. (PMJ)

ED 187 121 FL 011 299

Windfuhr, Gernot And Others

Modern Persian: Intermediate Level, Vol. 1.

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007701613
Note-207p.
Available from-Department of Near Eastern Studies, University of Michigan, Ann Arbor, MI 48109
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Communicative Competence (Languages), Comprehension, Dialogs (Language), Grammar, Higher Education, *Persian, Reading Materials, *Reading Skills, *Second Language Instruction, *Standard Spoken Usage, Vocabulary Development, *Writing Skills

The first of three volumes of an integrated course in intermediate Persian is presented. Emphasis is on the four skills approach,'' involving speaking, comprehension, reading, and writing. Ideally students completing all the volumes should be able to read most texts of medium difficulty independently using a dictionary, carry on simple free conversation on most topics, understand the substance of normal discourse, and write easily and correctly in simple narrative style. About half the reading material reflects interest in the social sciences and the other half in the humanities. A balance between colloquial and formal styles is also attempted, as well as between varieties of expository prose: descriptive narrative, fiction, folklore, journalism, and essays. An attempt has been made to provide actual texts whose content will be of interest to students. This first volume is seen largely as a review of the first year of instruction. Simple readings and brief grammatical review lead into the full intermediate level. Dialogues have been recorded and transcribed using standard Tehran colloquial pronunciation and usage as far as possible. Drills are also included. (SW)

ED 187 122 FL 011 300

Windfuhr, Gernot And Others

Modern Persian: Intermediate Level, Vol. 2.

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007701613
Note-288p.
Available from-Department of Near Eastern Studies, University of Michigan, Ann Arbor, MI 48109
Pub Type- Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-*Communicative Competence (Languages), Comprehension, Dialogs (Language), Grammar, Higher Education, Language Usage, *Persian, Reading Materials, *Reading Skills, *Second Language Instruction, *Standard Spoken Usage, Vocabulary Development, *Writing Skills

The second of three volumes of an intergrated course in intermediate Persian is presented. This volume encompasses material appropriate for students entering the second year of Persian studies who have strong preparation in elementary Persian. Verbal skills should be on a level which will allow comprehensive discussion of a topic using simple, full sentences. Students should have a working vocabulary of approximately 1200 words, which they should be able to write and use correctly in written composition. Since the intermediate year of study is designed to provide students with a deeper understanding of the philosophy of language use, each of the six units contains an extensive treatment of a specific area of Persian grammar, designed to provide students with a key to the logic by which Persian linguistic forms are employed in writing and discourse. New words are glossed in a vocabulary list following the text. Exercises are provided for free class discussion based on the dialogues provided. Separate composition, dictation, and translation exercises have also been provided for writing practice. High interest reading materials and dialogues recorded in standard Tehran colloquial Persian are included. Natural usage is emphasized in the text. (SW)

ED 187 123 FL 011 302

Secondary Latin Guidelines. Levels I and II.
Texas Education Agency, Austin. Div. of Curriculum Development.
Note-38p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Culture, Curriculum Guides, *Educational Objectives, Language Skills, *Latin, *Learning Activities, Secondary Education, *Second Language Instruction, Second Language Learning, *State Curriculum Guides, State Departments of Education, *Testing
Identifiers-Texas

The guidelines are designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities. The emphasis is on objectives designed to produce linguistic competencies and cultural knowledge. Because the primary objective of Latin instruction relates to achievement in reading, the objectives presented for the other skills and culture are all related to the achievement of the reading objective. Specific recommendations are provided for the development of skills and for structure in both Levels I and II. Objectives, learning activities, and activities for evaluation are suggested for both Levels One and Two. A glossary for teachers concludes the guide. (AMH)

ED 187 124 FL 011 314

Patnaik, B. N.

Contrastive Analysis and Its Pedagogic Implications.

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-76
Note-14p.
Journal Cit-CIEFL Bulletin; n12 p15-28 1976
Pub Type- Journal Articles (080) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Applied Linguistics, *Contrastive Linguistics, *English (Second Language), Error Analysis (Language), *Interference (Language), *Language Research, *Second Language Instruction, *Second Language Learning, *Teaching Methods
Identifiers-*India

The pedagogical usefulness of contrastive analysis (CA) is examined and suggestions are offered on ways to use it in foreign language instruction, with particular reference to instruction in English as a Second Language in India. Some of the literature that maintains that CA is almost useless to language teachers is reviewed and answered. The particular points in the literature discussed are the following: (1) the importance of native language interference, (2) the extent to which a language can be broken down into easy'' and difficult'' parts, (3) the predictive power of CA, and (4) the failure of CA to provide the experienced language teacher with new and useful information. The suggestions offered as to how CA can be most profitably used in the language teaching situation deal with the preparation of remedial materials, supplementary exercises, and question papers based on CA. A distinction is made between linguistic and pedagogical grammars and it is suggested that research findings in CA be written in a form that can be easily understood by the teacher who will use it. (AMH)

Pande, M. P.

Some Reflections on the Use of Literature in Language Teaching.

Central Inst. of English and Foreign Languages, Hyderbad (India).
Pub Date-76
Note-16p.
Journal Cit-CIEFL Bulletin: v12 p55-69 1976
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Course Content, Course Objectives, Cultural Education, Foreign Countries, Higher Education, Language Skills, *Literature, Reading, *Reading Material Selection, *Russian, *Russian Literature, *Second Language Instruction, *Second Language Learning, Second Language Programs, Student Needs, Teaching Methods
Identifiers-India, Soviet Literature

Questions related to the teaching of Russian and Soviet literature in the second language programs in India are explored, particularly, the amount of time to be devoted to the study of literature, an appropriate method, and the most appropriate time to introduce it. Russian has been taught in India for only 30 years and only recently have need-based courses been introduced. Because literature is an effective way to acquaint students with the culture and civilization of the country, the study of literature should not be neglected even in courses based on student needs. Students must have a good enough command of the vocabulary and grammar to read the literary selections with some facility and the texts must be short and uncomplicated enough to maintain students' interest. Conversational texts that can be adapted to situational dialogues as well as poetry are useful on the elementary and intermediate levels; carefully selected Russian and Soviet texts can be introduced on the advanced level, according to students' needs and interests. At present, in the one full-time university-level course in Russian, students are introduced first to contemporary prose, then to poetry. In the third and fourth years, students who elect a literature concentration begin a serious study of Russian and/or Soviet literature. (AMH)

ED 187 126 FL 011 316

Gunderson, Doris V., Comp.
Language and Reading: An Interdisciplinary Approach.
Center for Applied Linguistics, Arlington, Va.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-70
Note-281p.
Pub Type- Collected Works - General (020) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Disadvantaged Youth, Educational Games, Language Research, Linguistic Theory, Material Development, *Reading Difficulties, *Reading Instruction, Reading Materials, *Reading Processes, Reading Readiness, *Reading Research

A collection of articles on language and reading drawn from a wide variety of disciplines is presented. Reading research and reading problems and the state of the art of reading instruction in 1967 are also covered. Contents include the following: On Explaining Language'' by E. H. Lenneberg; The Nature of the Reading Process'' by J. B. Carroll; Skills Required for Learning to Read: A Preliminary Analysis'' by P. L. Venezky, R. C. Calfee, and R. S. Chapman; Sources of Knowledge for Theories of Reading'' by M. D. Jenkinson; Some Language and Cultural Differences in a Theory of Reading'' by R. W. Shuy; Some Conditions for Developing Beginning Reading Materials for Ghetto Children'' by R. W. Shuy; A Glance at the Linguistic Organization of Elementary Reading Textbooks'' by D. W. Reed; Reading: A Psycholinguistic Guessing Game'' by Kenneth S. Goodman; Reading Research: What, Why, and for Whom?'' by H. Levin; Reading and Reading Difficulty: A Conceptual Analysis'' by M. Wiener and W. Cromer; Perceptual Training and Reading Achievement in Disadvantaged Children'' by D. Elkind and J. A. Deblinger; Linguistic Considerations in Reading Disability'' by D. W. Reed and J. O. Sawyer; Reading Retardation: I, Psychiatric and Sociologic Aspects'' by L. Eisenberg; A Note on the Relation of Reading Failure to Peer-Group Status in Urban Ghettos'' by W. Labov and C. Robins; Dyslexia: A Problem of Communication'' by J. F. Reid; The Rarity of Reading Disability in Japanese Children'' by K. Makita; and Reading Instruction, 1967'' by W. D. Sheldon. (SW)

English Language Teaching Profile: Cameroon.
British Council, London (England). English-Teaching Information Centre.
Pub Date-79
Note-7p.
Available from-British Council, Printing and Publishing Department, 65 Davies Street, London, W1Y 2AA England
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Policy, Elementary Secondary Education, English, *English (Second Language), Higher Education, Instructional Materials, *Language of Instruction, *Language Role, Language Teachers, Language Usage, Official Languages, *Second Language Instruction, *Second Language Learning, Second Language Programs, Teacher Education
Identifiers-*Cameroon

This profile in outline form of the English language teaching situation in the United Republic of Cameroon discusses the role of English within the society and within the educational system. Cameroon is an officially bilingual state consisting of five francophone provinces and two anglophone provinces. In the anglophone provinces, English is the medium of instruction on all levels and is widely used as the official language of government and in business. In the francophone provinces, English is taught as a subject in secondary schools and is used as the partial medium of instruction on the university level. It is increasingly being recognized that English is of great importance as a means of international communication. Curriculum and programs of study in both English- and French-speaking provinces are described, as well as the status of teaching personnel and teacher training. Also discussed are the textbooks and instructional materials used, English instruction outside the educational system, and British support for the teaching of English. (AMH)

ED 187 128 FL 011 326

Kauffman, Jean

La question scolaire en Alsace: Statut confessionnel et bilinguisme (The School Question in Alsace: The Confessional Statute and Bilingualism).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.-B-27

Pub Date-72

Note-67p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Biculturalism, *Bilingualism, *Cultural Influences, Cultural Interrelationships, *Educational Legislation, French, German, Government School Relationship, Language Attitudes, Language Maintenance, Language Research, Native Language Instruction, Political Attitudes, Political Influences, Regional Attitudes, *Religious Education, *Religious Factors, Schools, Second Language Instruction

Identifiers-Alsatian Dialects, *France (Alsace)

Two linguistic and religious aspects of the Alsatian school are discussed. These two aspects of the problem converge in the area commonly called Alsace-Lorraine. The discussion of the school question is developed in two parts: (1) the historical evolution prior to the German occupation in 1940, and (2) developments since 1940. The interlocking of the religious, political, and linguistic elements are treated in both sections of the paper. The struggle over the laicization of education, the role of the church in the organization of schools, and the question of language instruction are discussed in their historical context. Part I presents a survey of historical, political, and religious developments from the origin of the Alsatian language in the Middle Ages, through the centuries of association with both France and Germany, until the eve of World War II in 1939. The second part of the study describes the changes in attitudes that have been occurring since 1940. Particular attention is given to an analysis of the educational statute peculiar to the three departments of the region that insures religious instruction in the schools. The discussion emphasizes the religious and linguistic aspects of the problem. Several pertinent charts and maps are appended. (AMH) appended. (AMH)

ED 187 129 FL 011 355

Babcock, Marilyn
A Practical Guide to Commonly Used Standardized Achievement Tests.
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-34p.
Available from-Dissemination and Assessment Center for Bilingual Education, Educational Service Center, Region XII, 7703 North Lamar, Austin, TX 78752 ($3.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, *Bilingual Education, Bilingual Students, *English (Second Language), Information Sources, *Language Tests, Mathematics, School Readiness Tests, Scoring, *Spanish, *Standardized Tests, Test Norms, *Test Selection

A guide to assist prospective test users in the selection of commonly used standardized achievement tests is presented. The tests include seven readiness tests (prekindergarten and kindergarten), 10 English reading and mathematics tests (grades 1 through 12), and two Spanish achievement tests (grades 1 through 12). Most of the readiness tests are available in either Spanish or English to permit testing of monolingual Spanish-speaking kindergarteners or first graders. The information presented in each test description includes: (1) the levels and forms of the test appropriate for each grade level; (2) normative information concerning the norming population and norming dates; (3) comments on the relative advantages or disadvantages of the norming procedure and other features of the test, for different types of testing programs; (4) types of scoring services; and (5) other evaluative services available through each publisher. Addresses and telephone numbers of the publishers are provided in a Publisher/Test listing. For each test, the levels and forms are listed for the appropriate grade levels. The normative data presented for each test are derived from information provided by the publisher on their standardization procedure for the tests. (SW)

ED 187 130   FL 011 365

Matreyek, Deborah B., Ed.

Cross Currents: Communication/Language/Cross-Cultural Skills. Volume 5, Number 1.

Language Inst. of Japan, Odawara.

Pub Date-78

Note-114p.

Available from-The Language Institute of Japan, 4-14-1 Shiroyama, Odawara 250, Japan

Journal Cit-Cross Currents; v5 n1 1978

Pub Type- Collected Works - Serials (022) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Education, Bilingualism, Communicative Competence (Languages), *Contrastive Linguistics, *Cultural Traits, Drama, Educational Media, *English (Second Language), Indonesian, Industrial Personnel, Japanese, Malay, Official Languages, Personality Traits, *Second Language Instruction, Second Language Learning, *Speech Communication, *Student Developed Materials, Tagalog, Teaching Methods

Identifiers-*Japan, Malaysia, Philippines, Singapore

This issue of Cross Currents'' includes the following articles: More About Drama for the Classroom'' by Richard A. Via; Student-Created Media: One Approach to ESL Instruction'' by Kathy Campbell; Some Advice for Japanese Students Learning English'' by Yoshi-Mitsu Shimazu; Patterns of Oral Communication Among the Japanese'' by Donald W. Klopf, Satoshi Ishii, and Ronald Cambra; Cultural Silence in the Interpersonal Dynamics of Community Language Learning'' by Paul G. La Forge; Teaching English to Japanese Businessmen'' by Janet Thomas; EFL in Japanese Industry: Activities, Problems and Solutions'' by Kohei Takubo; and English and the National Languages in Malaysia, Singapore and the Philippines: A Sociolinguistic Comparison'' by Teodoro A. Llamzon. Japanese summaries of the articles are included. (SW)

ED 187 131 FL 011 366

Gutow, Howard, Ed.
Cross Currents: Communication/Language/Cross-Cultural Skills. Volume 5, Number 2.
Language Inst. of Japan, Odawara.
Pub Date-78
Note-102p.
Available from-The Language Institute of Japan, 4-14-1 Shiroyama, Odawara 250, Japan
Journal Cit-Cross Currents; v5 n2 1978
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingualism, Contrastive Linguistics, *Cultural Traits, Educational Policy, *English (Second Language), Government School Relationship, Interference (Language), Japanese, Japanese Americans, Language Teachers, Language Usage, Learning Theories, *Linguistic Theory, Performance Contracts, Political Influences, Reading Comprehension, School Business Relationship, Secondary Education, Second Language Instruction, *Second Language Learning, *Sociolinguistics, Student Teacher Relationship, Teaching Methods, Verbs

Identifiers-Community Language Learning, *Japan

This issue of Cross Currents'' includes the following articles: The Japanese Concept of Hanashi-Kata and Its Potential Influence on Foreign Language Acquisition'' by James R. Bowers; Linguistic Relativity and Foreign Language Learning'' by Ronald Taubitz; On Being a Sansei English Teacher in Japan'' by Ruth Sasaki; Cross-Cultural Barriers to Reading Comprehension'' by Robert N. St. Clair; Culture Learning Mechanisms in the Context of Community Language Learning'' by Paul G. La Forge; Operations and Their Use in the ESL Classroom'' by Thomas A. Winters; Practical Suggestions for Teaching the English Modals'' by James W. Ney; English and Politics in Japan: Observations on Language Education Reform'' by Roger M. Pehlke. The following book reviews by John Fanselow are included: The Common Sense of Teaching Foreign Languages'' by Caleb Gattegno; and Memory, Meaning and Method'' by Earl W. Stevick. Japanese summaries of articles are included. (SW)

ED 187 132 FL 011 367

Gutow, Howard, Ed.
Cross Currents: Communication/Language/Cross-Cultural Skills. Volume 6, Number 2.
Language Inst. of Japan, Odawara.
Pub Date-79
Note-123p.
Available from-The Language Institute of Japan, 4-14-1 Shiroyama, Odawara 250, Japan
Journal Cit-Cross Currents; v6 n2 1979
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communicative Competence (Languages), Creative Thinking, Cultural Education, Drama, *English (Second Language), Imagination, Language Fluency, Learning Processes, *Second Language Instruction, Sentence Structure, Structural Analysis (Linguistics), Swahili, *Teaching Methods, United States Literature, Verbs, Videotape Recordings, Vocabulary Development, Writing (Composition)
Identifiers-Community Language Learning, *Japan

This issue of Cross Currents'' includes the following articles: An Experience with CLL'' by Earl Stevick; Accuracy vs. Fluency in the English Language Classroom'' by Kenton Sutherland; Predicate Markers: A New Look at the English Predicate System'' by Phillip L. Knowles; 'Let Your TV do the Talking': Using the VTR in the EFL Classroom'' by Rosanne Skirble; Situational Writing'' by Sandra McKay; Vocabulary Teaching: A Few Practical Suggestions'' by John Kopec; Directed Imaging: A New Technique for Foreign Language Teaching'' by James L. Gardner; and Cultural Orientation in Teaching American Literature to Japanese Students'' by Toshio Muto. The following book reviews are presented: Drama Techniques in Language Learning'' by Alan Maley and Alan Duff reviewed by Richard A. Via; and The Place of Literature in the Teaching of English as a Second or Foreign Language'' by Albert H. Marckwardt reviewed by Mayuri Sukwiwat. Ideas on using taped dialogues by Ruth Sasaki, and ideas on a conversation starter by Dorothy A. Stroup are also included. Japanese summaries of articles are included. (SW)

Thypin, Marilyn Glasner, Lynne
Health Care for the Wongs: Health Insurance, Choosing a Doctor.
EMC Corp., St. Paul, Minn.
Pub Date-80
Note-65p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($3.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Development, Clinics, Community Health Services, Community Resources, *Consumer Education, Consumer Protection, Cultural Education, Drug Use, *English (Second Language), *Family Health, *Health Education, Health Facilities, *Health Insurance, Immunization Programs, Information Sources, Medical Services, Pharmacy, *Physician Patient Relationship, Reading Materials, Specialists

A short fictional work for limited English speakers presents a young family's experience in learning about the value of health insurance and the importance of having a physician when medical care is needed. Information is related regarding insurance acquired through one's place of employment and the availability of medical assistance, through Medicaid, for individuals who have no health insurance or means to pay for medical care. The couple's young daughter receives checkups and immunizations at a clinic until starting school. A visit to the clinic and the doctor's examination of the child is described. The clinic has maintained records of the child's medical background and provides certification that she has been immunized prior to her school entrance. The father becomes ill after starting a new job and has to visit the hospital emergency room because he has not been cared for by a physician. The family learns how to select a personal physician since they are now protected by health insurance provided through his job. Information on obtaining a prescription by the generic name, following instructions on the drug label, and keeping the pills away from children is presented. Photographs illustrate the story. (SW)

ED 187 134 FL 011 371

Snyder, Sarah
Help Yourself to Health Care.
EMC Corp., St. Paul, Minn.
Pub Date-80
Note-35p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, Community Health Services, Community Resources, *Consumer Education, Consumer Protection, Cultural Education, Drug Use, *English (Second Language), Family Health, *Health Education, *Health Facilities, *Health Insurance, Information Sources, *Medical Services, Pharmacy, Physician Patient Relationship, Primary Health Care, Reading Materials, Specialists, Workbooks

A booklet on health care for limited English speakers provides information on choosing the right doctor, buying medicine, paying the bill, and the individual's role in maintaining his or her health. Cartoons, questions and puzzles concerning the message in cartoons and narrative passages, checklists about an individual's personal habits related to health, and the phonetic pronunciation of key terms are presented. Specific topics include the following: (1) primary care doctors, (2) specialists, (3) sources of information when choosing a physician, (4) important considerations in making the physician selection, (5) obtaining help in an emergency, (6) services provided by the health department, (7) the meaning of warnings on drugs, (8) the meaning of a generic and brand name drug, (9) comparing prices at different pharmacies, (10) the meaning of terms contained in health insurance policies, (11) different types of health insurance, (12) avoiding quacks and (13) keeping a health record. (SW)

ED 187 135 FL 011 372

Thypin, Marilyn Glasner, Lynne

Good Buy! Buying Home Furnishings.

EMC Corp., St. Paul, Minn.

Pub Date-80

Note-64p.

Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($3.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advertising, Check Lists, *Consumer Education, Consumer Protection, *Credit (Finance), Cultural Education, *English (Second Language), Furniture Arrangement, *Home Furnishings, Information Sources, *Merchandise Information, *Purchasing, Reading Materials

A short fictional work for limited English speakers relates a young couple's experience in learning about buying home furnishings. The newly married couple need a comfortable place to sit in their living room but cannot afford to buy a sofa in one payment, and they do not qualify for credit cards. They consider the prices and credit arrangement at different furniture stores, and learn about what to look for in the way a couch is constructed and upholstered. After finding a relatively affordable couch that they like, they consider the space available in their apartment and the color that they want, and learn that they can select colors from a large selection. They compare the price involved in paying for the couch within three months and over a longer period on credit. They compare their experience in making a downpayment and paying off the couch monthly and that of friends who bought a couch on a lay-away plan. Photographs illustrate the story. (SW)

ED 187 136 FL 011 373

Snyder, Sarah

Buying for Keeps.

EMC Corp., St. Paul, Minn.

Pub Date-80

Note-33p.

Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($1.85)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advertising, Check Lists, *Consumer Education, Consumer Protection, *Credit (Finance), Cultural Education, *English (Second Language), Furniture Arrangement, *Home Furnishings, Information Sources, *Merchandise Information, *Purchasing, Reading Materials, Workbooks

A booklet for limited English speakers on buying furnishings provides information on what to do before going shopping for furniture, how to make a selection, and how to pay for the acquisition. Cartoons, questions about the message in cartoons and narrative passages, checklists on things to evaluate, and the phonetic pronunciation of key words are presented. Specific topics include the following: (1) considering how much furniture is needed, what kind, and who will be using it; (2) deciding what type of furniture is needed most; (3) learning about different styles of furniture and their prices through newspapers, magazines, catalogs, libraries, and through experts; (4) making a plan before shopping about the size of the room and doors; (5) becoming knowledgeable about places that sell furniture and what to consider about the stores' policies and reputation; (6) learning about furniture that can be assembled by the purchaser and furniture that is unfinished; (7) shopping for used furniture and shopping at auctions; (8) reading ads; (9) learning about upholstered furniture, including the frame, springs, padding, and covering; (10) buying a bed; and (11) buying by cash, installment contract, revolving, loan, and layaway. Information on different types of wood and joinings is presented. (SW)

ED 187 137 FL 011 374

Thypin, Marilyn Glasner, Lynne
State Your Claim!
EMC Corp., St. Paul, Minn.
Pub Date-80
Note-64p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($3.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, *Consumer Protection, Cultural Education, *English (Second Language), *Legal Aid, *Legal Problems, Legal Responsibility, Reading Materials

A short fictional work for limited English speakers relates a young couple's experience in learning about small claims court through an incident involving damage to the husband's leather jacket. The damage to the jacket occurred when it was left at a dry clearner, but the dry cleaner claims that it sent the jacket to a special cleaner that handles leather clothes. The husband goes to the small claims court and learns how to file a complaint using the proper legal name of the dry cleaners. At the hearing, the husband presents the case to the judge and shows the evidence of damage. The cleaner claims that the damage was done by the special cleaners where the jacket was sent. The judge orders the defendant to pay for about three-quarters of the original price of the jacket, the cost of the cleaning, and the fee for filing the claim to the court. When the cleaner fails to repay the husband within the specified time period, the husband learns that he will have to pay a fee to have the sheriff enforce the court order. He decides to go to the cleaner rather than the sheriff and is paid by the cleaner, who asks for his assistance when she sues the other cleaner who damaged the jacket. Photographs illustrate the story. (SW)

ED 187 138 FL 011 375

Snyder, Sarah

So You Need Action!

EMC Corp., St. Paul, Minn.
Pub Date-80
Note-34p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($1.85)

Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advertising, Check Lists, Community Resources, *Consumer Education, *Consumer Protection, Court Litigation, Cultural Education, *English (Second Language), Information Sources, *Legal Aid, Legal Problems, Legal Responsibility, *Merchandise Information, Public Agencies, *Purchasing, Reading Materials, Workbooks

A booklet for limited English speakers on dealing with consumer problems provides information on talking to businesses, getting someone on your side, going to the law, and stopping problems before they start. Cartoons, questions about the message in cartoons and narrative passages, checklists on things to consider, and the phonetic pronunciation of key words are presented. Specific topics include the following: (1) communicating with business about a consumer problem by visiting a store in person, telephoning, and writing a letter; (2) getting help from local and state government agencies that help consumers, business groups, and private consumer groups; (3) taking the complaint to a small claims court, going to court, and getting the money; and (4) contacting legal services for some problems. Definitions are provided for legal terms. Situations where problems can be avoided are described. (SW)

ED 187 139 FL 011 376

Thypin, Marilyn Glasner, Lynne

Checking and Balancing: Banking and Budgeting.

EMC Corp., St. Paul, Minn.
Pub Date-80
Note-65p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($3.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Banking, Budgeting, Check Lists, *Consumer Education, *Consumer Protection, Cultural Education, *English (Second Language), *Financial Services, Interest, *Money Management, Reading Materials

A short fictional work for limited English speakers is presented that relates a young couple's experience in learning about managing their money more carefully by budgeting and maintaining a checking account. Since the couple did not have a checking account, they had to go to their savings bank in order to pay each bill and they had to keep cash on hand to pay for groceries. Losing a wallet with cash shortly after payday and spending too much on extras necessitated their opening a checking account and writing out a budget on bills in relation to income. Pictures illustrate the forms used at the banks for deposits and check writing. Details of the couple's budget are presented. (SW)

ED 187 140 FL 011 377

Snyder, Sarah
Good Sense With Our Dollars.
EMC Corp., St. Paul, Minn.
Pub Date-80
Note-34p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Banking, Budgeting, Check Lists, *Consumer Education, *Consumer Protection, Credit (Finance), Cultural Education, *English (Second Language), *Financial Services, Interest, *Money Management, Reading Materials, Workbooks

A booklet for limited English speakers on money management provides information on savings accounts, checking accounts, choosing a bank, and the basics of budgeting. Cartoons, questions about the message in cartoons and narrative passages, checklists on things to consider, and the phonetic pronunciation of key words are presented. Specific topics include the following: (1) advantages of using banks; (2) the difference between commercial banks, savings banks, savings and loan associations, and credit unions; (3) how to make a deposit and withdrawal from an account; (4) considering the interest rate, the effective annual yield, the bookkeeping method used by the bank, and who insures the deposits in the bank; (5) how to write a check; (6) considering the monthly service charge, check printing charge, and check bouncing charge for checking accounts; (7) how to read a bank statement; and (8) banking services sometimes offered to customers. A sample form for making a budget and a checklist of things to consider are included. (SW)

ED 187 141 FL 011 378

Thypin, Marilyn Glasner, Lynne
Leases and Landlords: Apartment Living.
EMC Corp., St. Paul, Minn.
Pub Date-80
Note-64p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($3.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Resources, *Consumer Education, *Consumer Protection, Cultural Education, *English (Second Language), Housing, *Housing Deficiencies, Information Sources, *Landlords, Legal Responsibility, *Plumbing, Reading Materials

A short fictional work for limited English speakers presents the problems of a young couple having a leaky pipe fixed in their apartment and the experiences of their sister-in-law in finding a suitable apartment for herself. The maintenace man in the couple's apartment delays fixing their leaky pipe for a week, at which time they write a letter to the landlord. They keep a copy of the letter in case they have to take the landlord to court. After the sink is repaired, a letter from the landlord arrives with a new lease. They have decided to take a two-year lease so that the rent will not exceed eight percent. They check the new lease to determine whether it is the same as their previous lease and to make sure that there are no big black spaces where the landlord could add something. Their sister-in-law checks the newspapers to compare what is available and avoids those listed by real estate companies since she would have to pay for their services. She visits several apartments and notices the condition of the building and the opinions of tenants she meets in the building. After selecting the most suitable apartment, she is advised by her relatives to have the landlord write into the lease his promise to paint her apartment. (SW)

ED 187 142 FL 011 379

Snyder, Sarah
Renting It Right.
EMC Corp., St. Paul, Minn.
Pub Date-80
Note-34p.
Available from-EMC Corporation, 180 East Svxth Street, Saint Paul, MN 55101 ($1.85)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, Community Resources, *Consumer Education, *Consumer Protection, Costs, Cultural Education, *English (Second Language), *Housing, Housing Deficiencies, Information Sources, *Landlords, Legal Responsibility, Place of Residence, Reading Materials, Responsibility, Site Selection, Workbooks

A booklet for limited English speakers on renting housing provides information on searching for housing, finding the right place, considerations before signing a lease, and relations with the landlord. Cartoons, questions about the message in cartoons and narrative passages, checklists on things to consider, and the phonetic pronunciation of key words are presented. Specific topics include the following: (1) charges for utilities, and other costs such as parking space fees or trash pickup; (2) what is meant by a security deposit; (3) renting a room, an apartment, a studio apartment versus those with one or two bedrooms, a house, or a mobile home; (4) ways to find housing including looking on one's own, using managing agents, real estate agencies, and rental referrals; (5) abbreviations used in classified ads; (6) considering priorities such as the need for space, special services, or privacy; (7) things to consider in checking out the neighborhood, the apartment, and the building; (8) provisions in the lease including rules for tenants, the right of the landlord to enter the renter's home, and renter's responsibilities; and (9) problems that occur and recourse through enforcement on housing codes. (SW)

ED 187 143 FL 011 392

Spolsky, Bernard

Overcoming the Language Barrier to Education. CATESOL Occasional Papers, No. 5.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-79

Note-8p.; Revised version of a paper presented at the CATESOL Annual Meeting (San Francisco, CA, March 1978).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Bilingual Students, Cognitive Style, Curriculum, Educational Policy, Elementary Secondary Education, English (Second Language), *Language Maintenance, Language of Instruction, *Language Variation, Learning Modalities, Navajo, *Second Language Instruction, Second Language Learning, Sociolinguistics, Standard Spoken Usage, *Teacher Role, *Teaching Methods, Written Language

Identifiers-Maori (People)

The relationship between teaching English to speakers of other languages and bilingual education is explored through three dimensions in language education: participants, channels, and codes. Language barriers to education can be found in each of these. As student participants become more numerous and more linguistically diverse, the educational system, geared for one language, falters. Participant teachers often do not speak the language of their students. The traditional channels for education (reading and writing), haven't considered the oral tradition of many children's pre-school education. The language code used in school, the standard dialect, is often not the variety used at home. To overcome these barriers, educators must: (1) recognize that the school does teach the child a new language or variety, (2) recognize that the learner is a fluent speaker of some language, (3) respect the value of the new variety being taught, (4) respect and strengthen mastery of the home variety or language and (5) ensure that the new curriculum and methods don't challenge or limit the respect due the old. (PMJ)

ED 187 144 FL 011 393

Saville-Troike, Muriel

Sociocultural Dimensions of TESOL and Bilingual Education. CATESOL Occasional Papers, No. 5.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-79

Note-11p.; Paper presented at the CATESOL State Conference (Los Angeles, CA, April 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, Curriculum, Educational Objectives, Educational Policy, English (Second Language), Family Attitudes, *Language Attitudes, Language Maintenance, Multicultural Education, Native Language Instruction, Parent Aspiration, School Community Relationship, *Second Language Programs, Sociocultural Patterns, *Socioeconomic Influences, Sociolinguistics, *Teaching Methods

Considerations in teaching students from linguistically diverse backgrounds are outlined. The instructional program must consider: (1) the social, economic, and political circumstances of the students' families; (2) their reasons for being in the United States and the length of their residence; (3) their attitudes toward the English-speaking group and English; (4) their attitudes toward their own language and cultural maintenance; (5) parental aspirations; and (6) the social, economic, and political considerations within the United States. In light of these points, the merits of four education models the Monolingual Mother Tongue, Transitional Bilingual Education, Maintenance Bilingual Education, and Monolingual Second Language Education are discussed. Any model chosen must: (1) utilize a variety of techniques and texts appropriate to the situations; (2) explore pre-existing parent, student, teacher, and community attitudes; (3) increase the cultural awareness of teachers; (4) provide teachers with curriculums from their students' home countries, (5) help teachers utilize community resources; and (6) train teachers to maintain classroom discipline appropriate for all age groups. (PMJ)

ED 187 145 FL 011 394

Finocchiaro, Mary
Motivation in Language Learning. CATESOL Occasional Papers, No. 5.
California Association of Teachers of English to Speakers of Other Languages.
Pub Date-79
Note-8p.; Revised version of paper presented at the CATESOL State Conference (San Francisco, CA, March, 1978).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques, Communicative Competence (Languages), Cultural Awareness, Cultural Pluralism, Educational Objectives, Grammar, Individualized Instruction, Interference (Language), Material Development, Media Selection, *Second Language Instruction, *Second Language Learning, Student Attitudes, *Student Centered Curriculum, *Student Motivation, Student Needs, Teacher Attitudes, *Teacher Role, *Teaching Methods

Teaching techniques for motivating students to acquire a second language are discussed. The methodology must be suited to the aptitudes, interests, and personalities of learners and teachers. Objectives must relate to the student population, linguistic performance, and communicative competence. Crucial to motivation are the techniques of selection, gradation, presentation, and meaningful practice of interrelated phonological, morphological, lexical, syntactical, and cultural items. Teachers must: (1) use the mother tongue sparingly; (2) make everything clear to the students; (3) keep the students' everyday language needs in mind; (4) adapt texts to individual classes; (5) individualize instruction; (6) give students a feeling of achievement; (7) promote awareness and acceptance of cultural pluralism through discussion of native cultures; (8) assist students in transferring knowledge acquired to new language situations; and (9) give frequent, brief, previously announced tests to keep students aware of their progress. Students need to be respected, challenged, and successful to learn language while teachers need to be self-confident and dedicated to motivate the learners. (PMJ)

ED 187 146 FL 011 395

McKay, Sandra Lee

A Notional Approach to Writing. CATESOL Occasional Papers, No. 5.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-79

Note-11p.; Revised version of paper presented at the CATESOL State Conference (San Francisco, CA, March 1978).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advanced Students, College Second Language Programs, Communicative Competence (Languages), *English (Second Language), Grammar, Language Proficiency, Peer Evaluation, Persuasive Discourse, *Rhetoric, *Second Language Instruction, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Skills

Identifiers-*Notional Functional Syllabus

Sample notional writing materials for use with advanced level ESL students are presented. The basic assumption is that effective writing demands a feel for one's audience and a sense of purpose, integrating function (what is being said), situation (to whom it is being said), and grammar (how it is being said). The functions selected are those that students use in writing academic papers. Each lesson begins with exercises introducing expressions for a particular function such as focusing, substantiating, recommending, or predicting. Within each function, students take the roles of different speakers/writers with different purposes in order to practice writing for specific situations. Grammar is related to the expression of a particular situation, fostering both grammatical and communicative competency in writing. Following the practice, peer correction exercises with guidelines reinforce grammatical points and effective writing techniques. (PMJ)

ED 187 147 FL 011 396

Brown, Sandra

Life Situations: Incorporating Community Resources into the Adult ESL Curriculum. CATESOL Occasional Papers, No. 5.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-79

Note-19p.; Paper presented at the CATESOL State Conference (San Francisco, CA, March 1978).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, Citizenship Education, *Communicative Competence (Languages), *Community Resources, Consumer Education, Cultural Awareness, Curriculum, *English (Second Language), Family Life, Films, Grammar, Health, Instructional Materials, *Learning Activities, Legal Education, Material Development, Media Selection, Minority Groups, Pronunciation, Recreation, School Community Programs, *Student Centered Curriculum, Student Needs, Textbooks, Vocabulary

An Adult Basic Education curriculum utilizing community resources to help second language learners cope in real life situations is described. Curriculum topics lasting two to four weeks are studied through the use of speakers, films, real-life materials and field trips. Individual lessons cover: (1) community services, (2) consumer education, (3) cultural awareness, (4) employment, (5) family life, (6) government/citizenship, (7) law, (8) health, and (9) recreation. Life skills, vocabulary, and grammar are taught at each level through role playing, dialogues, conversations, and other oral, reading, and writing activities. An extensive list of possible speakers, trips, films, real-life materials, suggested classroom activities, textbooks, and other resources is included for each topic. (PMJ)

ED 187 148 FL 011 397

Gary, Judith Olmsted

Why Speak if You Don't Need To? The Case for a Listening Approach to Beginning Foreign Language Learning. CATESOL Occasional Papers, No. 5.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-79

Note-16p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, *Audiolingual Methods, *Audiolingual Skills, Language Research, Language Skills, *Listening Comprehension, Listening Skills, Literature Reviews, Postsecondary Education, *Second Language Instruction, *Second Language Learning, Skill Development, Speech Communication, *Teaching Methods

The rationale for delayed oral practice in language teaching is that the same rules underlie both speaking and listening and that the student has to understand how a language works before being capable of creating a sentence in the language. Having to focus on speaking performance as well as on listening comprehension distracts the learner from the main objective of understanding the language system underlying what is heard. Many learners are embarrassed or fearful of speaking, thus reducing concentration and effectiveness in language learning. Delayed oral practice overcomes these two obstacles to some extent. There are also advantages having to do with efficiency and utility. The learner can be exposed to more of the target language in less time if he or she is not required to retrieve it verbally. The need for listening skills exceeds the need for speaking skills, even in ordinary conversation. Therefore, it seems more useful to first develop listening skills and to require various types of non-verbal responses. A review of past and ongoing research, much of it pertaining to adults, provides support for the view that language learners not required to speak immediately make more significant gains. These gains are apparent in reading, writing, and speaking as well as in listening comprehension compared to those students required to speak right away in a typical audio-lingual approach. (AMH)

ED 187 149   FL 011 416

Moffett, Oren E.

Conversational Spanish for Nursing Personnel. Level 1.

Pub Date-76

Note-136p.; Some illustrations may not reproduce clearly.

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Conversational Language Courses, Dialogs (Language), Instructional Materials, *Languages for Special Purposes, Medical Services, *Nurses, Nursing, Postsecondary Education, *Second Language Instruction, Second Language Learning, *Spanish, *Speech Communication, Textbooks

Identifiers-*Phrasebooks

The textbook is designed to satisfy the linguistic needs of nursing personnel who deal with monolingual Spanish speakers. The goal of the text is to enable the student to communicate in Spanish. The material stresses career-oriented need-to-know'' Spanish, relevant cultural awareness materials, practical role-playing exercises, and task assignments. Mexican-American terminology is used with footnotes for Puerto Rican variations. Text material has been thoroughly researched from both a professional and a linguistic point of view, and is based on realistic and authentic situations. The study of grammar is not emphasized. All vocabulary is practical and is presented in context with cartoon-type visual cues. Dialogue and non-verbal cues are in comic strip format with the written text on the opposite page for easy reference. Content provides for intensive development of oral expression, listening comprehension, and reading knowledge of basic Spanish required in performing specialized functions. Also included are relevant phonetics, vocabulary, and cultural material. The material is adaptable to individualized and self-paced programs. (Author/AMH)

ED 187 150 FL 011 418

Moffett, Oren E.

Conversational Spanish for Law Enforcement Personnel. Level 1.

Pub Date-75
Note-135p.; Some pages may not reproduce clearly.
Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Conversational Language Courses, Dialogs (Language), Instructional Materials, *Languages for Special Purposes, Law Enforcement, *Police, Postsecondary Education, *Second Language Instruction, Second Language Learning, *Spanish, *Speech Communication, Textbooks
Identifiers-*Phrasebooks

The textbook is designed to satisfy the linguistic needs of law enforcement personnel who deal with monolingual Spanish speakers. The goal of the text is to enable the student to communicate in Spanish. The material stresses career-oriented need-to-know'' Spanish, relevant cultural awareness materials, practical role-playing exercises and task assignments. Mexican-American terminology is used with footnotes for Puerto Rican variations. Test material has been thoroughly researched from both a professional and a linguistic point of view, and is based on realistic and authentic situations. The study of grammar is not emphasized. All vocabulary is practical and is presented in context with cartoon-type visual cues. Dialogue and non-verbal cues are in comic strip format with the written text on the opposite page for easy reference. Content provides for intensive development of oral expression, listening comprehension, and reading knowledge of basic Spanish required in performing specialized functions. Also included are relevant phonetics, vocabulary, and cultural material. The material is adaptable to individualized and self-paced programs. (Author/AMH)

ED 187 151 FL 011 434

Herzlich, Rivka

Evaluation d'un aspect du micro-enseignement dans la formation des professeurs de langues etrangeres (The Evaluation of One Aspect of Micro-Teaching in the Formation of Foreign Language Teachers). CILA Bulletin, Number 30.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-79

Note-19p.

Language-French

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation Methods, Higher Education, Language Research, *Language Teachers, *Microteaching, Preservice Teacher Education, *Second Language Instruction, *Second Language Learning, *Student Teachers, Teaching Methods, Training Methods

Identifiers-Israel

This study evaluates the micro-teaching program in use at Universite Bar-Ilan in Israel. Two factors influence this study: (1) the psycho-pedagogical factor, that is, a search for the best procedures for the practical formation of language teachers; and (2) the didactic factor, that is, ways to give the future teachers experience in choosing discussion topics, formulating questions, and guiding class discussions among high school foreign language students. The student teachers were divided into three groups of equal size. Groups A and B engaged in micro-teaching consisting of six lessons. Group A worked with secondary school students and Group B worked with other student teachers. Group C engaged in the traditional class observation procedure and in practice teaching under the guidance of an advisor. Each student teacher in the three groups prepared and presented class discussions in the foreign language. Four variables were evaluated at the beginning and the end of the study: (1) facility in asking questions, (2) the number of student answers, (3) the length of student answers, and (4) the duration in minutes of the class discussion. Comparison of the results obtained by the different groups led to the conclusion that micro-teaching with a small group of students is superior to the other two methods. In addition to positive results in the four criteria listed above, it gives better results in the psycho-pedagogical domain. (AMH)

ED 187 152 FL 011 553

Canale, Michael Swain, Merrill

Communicative Approaches to Second Language Teaching and Testing. Review and Evaluation Bulletins, Volume 1, Number 5.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-79
Note-87p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Communicative Competence (Languages), Grammar, Language Research, *Linguistic Theory, Nonverbal Communication, *Second Language Instruction, Sociolinguistics, *Testing, *Verbal Communication

Currently accepted principles of communicative approaches to second language pedagogy are examined to determine the extent to which they are grounded in theories of language, psycholinguistics, sociolinguistics, and other language-related disciplines. The discussion of communicative approaches distinguishes the notions of communicative competence and communicative performance. Various theories of communicative competence are examined, and the advantages and disadvantages of a communicative approach for general second language programs are discussed. A theoretical framework for communicative competence is proposed, and its implications for second language teaching and testing are considered. The proposed framework of communicative competence includes three main competencies: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. Sociolinguistic competence is made up of sociocultural rules of use and rules of discourse. Strategic competence is made up of verbal and nonverbal communication strategies. Some suggestions for research are also suggested. (SW)

HE

ED 187 153 HE 010 523

Froomkin, Joseph

Needed: A New Federal Policy for Higher Education. Institute for Educational Leadership Policy Paper 6.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date-Oct 78
Note-92p.
Available from-Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, NW, Washington, DC 20036 ($4.00).

Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Faculty, College Graduates, College Students, Doctoral Degrees, Economic Factors, Educational Demand, *Educational Economics, Educational Finance, *Educational Policy, Education Work Relationship, Employment Opportunities, Enrollment Trends, Federal Aid, *Federal Legislation, Financial Support, Government Role, Government School Relationship, *Higher Education, Labor Market, Models, Needs Assessment, Political Influences, *Public Policy, Research Opportunities, Student Financial Aid, Student Needs, *Teacher Supply and Demand, Teacher Welfare, Work Study Programs

The economic state of higher education and the social and political forces that threaten it are examined. College attendance and employment patterns since the 1960's and projected trends for the 1980's are considered. Projections of a shift in employment patterns and a deteriorated market for college graduates are thought to indicate the need for new educational policies. Reasons for current dissatisfaction with the level of support for higher education, from the point of view of institutions, faculties, and students, and prospects for each group if the current level of support continues are discussed. It is suggested that the changing demographic conditions that affect enrollments are likely to force some institutions to close their doors and to produce a major downturn in the fortunes of faculty members. The following approaches to student financing are considered: the laissez faire economists' approach, the Swedish model, and the eclectic model. Policy with respect to work-and-study opportunities, the lack of suitable jobs for Ph.D's, and the potential of research universities to conduct research is considered. Responses by Joseph N. Crowley and Michael D. Usdan are included. (SW)

ED 187 154 HE 010 524

Cross, Christopher T. And Others

Educational Policy in the Carter Years. Institute for Educational Leadership Policy Paper 5.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date-Sep 78

Note-100p.

Available from-Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, NW, Washington, DC 20036 ($4.00).

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting, Educational Finance, *Educational Policy, Elementary Secondary Education, Federal Government, Federal Legislation, Government Role, *Government School Relationship, Higher Education, Leadership, *Legislators, Policy Formation, *Political Influences, Politics, *Presidents, *Public Policy, Trend Analysis

Identifiers-*Carter (Jimmy)

Two articles and a transcript of a colloquium discussion by seven practitioners/experts on the topic of educational policy in the Carter years are presented. The discussion group considered Carter's first year, zero-based budgeting, dimensions of leadership, the fiscal year 1979 budget, reorganization and a Department of Education, and the prospects to 1984. An article by Samuel Helperin discusses salient features of American education, the federal government's roles in formulating educational policy, external social forces, influences on Congressional action on educational issues, and prescription for improving the system. An article by George R. Kaplan considers federal educational policy in the second year of the Carter Presidency. The federal government's influence over the jurisdictions through legislation, federal court action, and administrative regulation is noted. The federal government has had a dominant position regarding research and development, equal opportunity, and educational reform. Congressional involvement in education; the possibility of the creation of a Department of Education; and the influence of an inner cadre of 10 or 12 main educational policy-movers of the Executive Branch are considered. (SW)

ED 187 155 HE 012 089

Hamblen, John W., Ed. Baird, Thomas B., Ed.

Fourth Inventory. Computers in Higher Education, 1976-77.

Interuniversity Communications Council (EDUCOM), Boston, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Note-409p.; Not available in paper copy due to marginal legibility of original document
Available from-EDUCOM, P.O. Box 364, Princeton, NJ 08540 ($25.00)
Pub Type- Numerical/Quantitative Data (110) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Administration, College Curriculum, Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Computer Science, Data Processing, Educational Finance, Equipment Utilization, Financial Support, *Higher Education, *Information Systems, Majors (Students), National Surveys, Private Colleges, Research Needs, State Colleges, Statistical Data, *Use Studies

The fourth national inventory of computers in higher education 1976-77 is presented. The four inventories together provide detailed snapshots of the history of computer utilization by U.S. higher education since 1964. The contents of the publication include a description of the inventory and statistical data on the computer systems, expenditures and sources of support, computer installations by type of usage and responsible officer, and computer sciences and related degree programs. Summary data are presented in six sections concerning: (1) expenditures, sources of income, staff, languages, and types of billing and services; (2) computers (3) instructional and research use by academic area for 1976-77; (4) computer science and related degree programs staff, majors, and degrees awarded; (5) computer science, data processing, information science, etc. courses by general descriptors; and (6) institutional administration applications. Appendices include forms and instructions. (SW)

ED 187 156 HE 012 203

Cannon, Robert A., Ed.

Educational Research and Development Units: A Report.

Adelaide Univ. (Australia).

Pub Date-79

Note-42p.

Pub Type- Information Analyses (070) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accreditation (Institutions), Administrative Policy, Agency Role, College Administration, Consultation Programs, Educational Policy, *Educational Research, Foreign Countries, Higher Education, Institutional Research, Long Range Planning, Policy Formation, *Research and Development Centers, *Research and Instruction Units, *Retrenchment

Identifiers-*Australia, McQuarie University (Australia), *New Zealand

Essays on the present and future states of research and development (R&D) units in colleges and universities are collected. The essays served as discussion papers for an annual meeting of heads of educational R&D units in Australia and New Zealand. The Political Situation of Teaching-Research Units,'' by Terry Hore, encourages the formation of alliances with past clients, student associations, administrator and staff associations, administration, faculties of education, external agencies, and other units as competition for decreasing funds becomes more intense. Some Effects of Accreditation Procedures on the Role of Research and Development Units in Colleges of Advanced Education,'' by Roger Swain, postulates that accreditation constraints have changed the units' roles from largely consultative and entrepreneurial to cooperative involvement in the institutions' functions. In Managing Education Units in Times of Stringency,'' Robert Taylor gives suggestions for R&D unit directors to help assure survival in difficult economic times. The Centre for the Advancement of Teaching at McQuarie University'' (Australia), by Rex Meyer, explains how diversity in that R&D unit has prompted expansion. John Powell's New Roles for Units?'' recommends that units take on new functions such as departmental reviews throughout the university, or the evaluation of teaching and courses for increased accountability. In

New Roles for Units,'' Alan Lonsdale encourages R&D unit involvement in policy analysis and long-range planning for the institutions. The essays focus on Australia and New Zealand. Appended are the meeting agenda and list of participants. (MSE)

Newble, David I.
Evaluation of Clinical Competence.
Adelaide Univ. (Australia).
Pub Date-77
Note-79p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Clinical Experience, *Competence, Competency Based Education, Criterion Referenced Tests, Definitions, Educational Objectives, Foreign Countries, Higher Education, *Medical Education, *Medical Students, Models, *Physician Patient Relationship, Student Certification, *Student Evaluation
Identifiers-*Australia, University of Manitoba (Canada)

In Australia the usual evaluation of whether a student will perform adequately as a doctor is a subjective evaluation of his clinical performance, usually at the completion of five or six years at medical school. The evaluation is performed on an inadequate and uncontrolled patient sample and appears to be subject to many errors. Recent work investigating and attempting to define clinical competence'' has produced alternative ways of approaching the problem of evaluation. At the same time, new methods of testing competence have been developed and are being integrated into various certifying examinations. This report reviews the current situation in evaluating and defining clinical competence, and describes attempts to develop a model suitable for producing a certifying examination for Australia. It is hoped that the model may have a wider application for graduate trainees and practicing physicians. Appended are outlines of: categories of clinical performance; elements of the physician patient relationship; criteria for classifying physician actions; a definition of clinical competence; a statement of behavioral objectives for evaluation; terminal learning objectives of the Department of Medicine of the University of Manitoba; a problem blueprint'' for examination purposes; and test selection in the assessment of clinical competence. (MSE)

Reddick, DeWitt

Wholeness and Renewal in Education. A Learning Experience at Austin College.

Austin Coll., Sherman, Tex.
Pub Date-79
Note-119p.
Available from-National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80312 ($3.50)
Pub Type- Reports - Descriptive (141) - Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Change Strategies, College Faculty, *Curriculum Development, *Educational Innovation, Faculty College Relationship, Faculty Development, Governance, Higher Education, Improvement, Institutional Administration, *Private Colleges, *Self Evaluation (Groups), Student College Relationship
Identifiers-*Austin College TX, *Institutional Renewal

The transformation of an entire institution is documented. Austin College in Austin, Texas underwent a total institutional renewal program during the 1970s that included new approaches to curriculum and innovations in programs for the entering student, faculty development, governance and operational systems and constituency relations. Each of these areas is the subject of a chapter in the book. Each chapter identifies problems in the area confronting Austin College, describes programs the college used to meet those problems and highlights principles emerging from the Austin College experience. After enunciating five principles of institutional change, the author offers suggestions on redefining student/teacher relationships, reshaping traditional curricula, encouraging faculty renewal programs, revamping governance and operations systems and establishing new dimensions in constituency relations. A summary chapter articulates general principles of institutional self-renewal programs that other institutions may wish to follow. (DC)

ED 187 159 HE 012 240

Harris, R. G., Ed.

Overseas Universities 26.

Inter-University Council for Higher Education Overseas, London (England).

Pub Date-Aug 79

Note-55p.

Available from-Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London, W1P 0DT England

Pub Type- Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Skills, Computers, *Developing Nations, *Educational Cooperation, *Educational Policy, English for Special Purposes, *Higher Education, Humanities Instruction, International Education, *International Programs, Overseas Employment, Staff Development, Technical Institutes

Identifiers-*Africa, *Asia (Southeast), Indonesia, Japan, New Guinea, Zambia

Educational policies and programs in overseas universities of developing nations are explored in a series of nine articles. In Development and the Role of the Humanities,'' Sir Cyril Philips calls for a reconsideration of the role of the humanities in the educational policies of developing nations and international aid-giving agencies. Malcolm Cooper reports on The University of Malaya English for Special Purposes Project'' using cognitive and specialized reading strategies data, and Neil Mortimer reviews syllabus design techniques in E. L. T. Course Preparation and Production at Addis Ababa University.'' Staff training and development in Indonesia are explained by L. R. B. Elton and Gaye Manwaring in Towards a Staff Development Programme in South East Asia,'' community perceptions of higher education are documented by Maev O'Collins in What is Happening to My People? Community Research by Students at the University of Papua New Guinea,'' and the social implications of Japanese textbook censorship are assessed by Glenn D. Hook in Institutionalized Censorship: The Ideological Control of Post-War Japanese Education.'' Finally, R. J. P. Scott describes A Computer Installation in a University in a Developing Country'' (Zambia), T. G. Bonner documents African agricultural research efforts in Universities and Overseas Development,'' and Paud Murphy provides detailed information on The Development Cooperation Work of Irish Universities and Institutions of Technological Education'' in countries like Nigeria, Zambia and Peru. Each article is followed by notes and references. (DC)

ED 187 160 HE 012 264

Walton, Clarence C. Bolman, Frederick deW.

Disorders in Higher Education.

Columbia Univ., New York, N.Y.

Pub Date-Apr 79

Note-219p.; Papers presented at the American Assembly (56th, Arden House, Harriman, NY, March 29-April 1, 1979). For related document see HE 012 268.

Available from-Prentice Hall, Inc., Englewood Cliffs, NJ ($5.95)

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-College Administration, College Curriculum, *College Environment, College Faculty, Curriculum Design, Educational Economics, *Educational Quality, *Ethics, *Futures (of Society), Governance, Government Role, Government School Relationship, *Higher Education, Institutional Characteristics, Integrity, Liberal Arts, Retrenchment, Student Characteristics, *Values

Conditions affecting the moral and intellectual integrity of American colleges and universities are discussed in a series of papers collected from the 56th American Assembly on The Integrity of Higher Education.'' An erosion of public confidence in higher education is noted and it is suggested that the expectations of higher education have not been met by the institutions. Declining enrollments, financial constraints, and increasing government regulations have compounded the problem of demoralization within higher education and demand that the situation be remedied. Papers included are: Not in Our Stars (Frederick deW. Bolman); The Money Crunch: A Financial Analysis (Richard E. Anderson); The Power of Government (Carl Kaysen); The University and Special Interest Groups (Lloyd H. Elliott); Governance and Administration of the University (Richard M. Cyert); Faculty Ethics in Academic Depression (Roy E. Licklider); The Integrity of the Student: A Normative Approach (Willard F. Enteman); The Curriculum (Elizabeth T. Kennan); Reflections (or Fantasies?) on the University (Clarence C. Walton). (SF)

ED 187 161 HE 012 268

The Integrity of Higher Education. (Fifty-sixth American Assembly, March 29-April, 1979, Arden House, Harriman, New York).
American Assembly, New York, N.Y.
Pub Date-Apr 79
Note-17p.; Report to be included as chapters in Disorders in Higher Education'' (eds. Bolman and Walton), Prentice-Hall, Inc., Englewood Cliffs, NJ 07632
Available from-The American Assembly, Columbia University, New York, NY 10027
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Freedom, Administrators, *College Faculty, College Students, *Credibility, Educational Policy, *Ethics, Government Employees, *Higher Education, Institutional Role, *Integrity, Moral Issues, Reputation, Researchers, Responsibility, Self Evaluation (Groups), *Teacher Behavior
Identifiers-Conflict of Interest

A report on the integrity of higher education concludes that public confidence in higher education has eroded in recent years, due to both internal and external problems. The ethical behavior of educators can and should be called into question whenever breaches of conduct occur, such as: plagiarism by both teachers and students; exploitation by faculty and administrators of graduate students and teaching assistants; double-dipping'' by academic professionals from several grant sources for the same labors performed; undisclosed selling of identical scholarly works to more than one publication; institutional acquiescence to groups who would deny open discourse on controversial subjects; denial of information by college administrators to faculty and students; faculty departures from rigorous peer appraisal of colleagues, conflicts of interests between teaching, consulting and publishing endeavors; grade inflation; and the unjustified imposition of prerequisites. Each of these breaches of ethical conduct jeopardizes the freedom and integrity of academic institutions everywhere, especially in the eyes of the public and governmental regulators. Over 30 recommendations for improving the ethical conduct of academic institutions are proposed for institutions, faculty, students, and government officials. Careful monitoring of academic requirements, financial resources, student enrollments and accreditation policies is suggested. A summary list of the background papers used is provided, as is a list of assembly participants. (DC)

ED 187 162 HE 012 328

Williams, Jerre S.

Legal Education in the Age of Accountability. The President's Address.

Association of American Law Schools, Washington, D.C.

Pub Date-Jan 80

Note-7p.; President's Address to the House of Representatives at the Assocition's Annual Meeting (Washington, DC, January 3, 1980).

Available from-Association of American Law Schools, One Dupont Circle, Washington, DC 20036.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, Curriculum Development, Decision Making, Faculty College Relationship, *Governance, *Graduate School Faculty, Higher Education, *Institutional Autonomy, *Law Schools, Lawyers, Legal Aid, *Legal Education, *Legal Responsibility, Policy Formation, Professional Education, Qualifications

In a speech to the House of Representatives, the president of the Association of American Law Schools describes the intrusions upon faculty governance of law schools by deans, university administrators, lawyer alumni, law students, and the judiciary. It is suggested that law schools have never been better, yet legal education has never been under greater attack or intrusion from elements within and outside the profession, complicated by new litigation in real estate development, business planning, governmental regulation, minority rights, and consumer and environmental law. Given such pressures, legal educators should regain primary responsibility for determining institutional policy towards legal education courses offered to their students. Educational programs in legal writing, drafting and training in particular fields should be emphasized, and three-year law programs should be encouraged and continued. Several suggestions are made, including: teachers must become exemplars, not pals''; legal curricula must become more cohesive; legal clerkships should be encouraged and made more available; boards of visitors should include nonlawyers who hold important community positions; law school publications should be supervised by faculty members; continuing legal education programs should be sponsored; law schools should encourage special legal education programs for nonlawyers; state law schools must lobby effectively for representation in state government; and deans of public and private law schools should set up an affirmative program to discuss legal issues with state supreme courts and state organized bar associations. (DC)

ED 187 163 HE 012 329

Mansfield, Phyllis And Others

Attitudes and Preferences of Pennsylvania Primary Care Physicians Regarding Continuing Medical Education.

Pennsylvania State Univ., University Park. Planning Studies in Continuing Education.

Pub Date-Jan 80

Note-43p.

Available from-Planning Studies in Continuing Education, Pennsylvania State University, 235 Grange Bldg., University Park, PA 16802

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, *Certification, Family Practice (Medicine), Higher Education, *Medical Care Evaluation, Medical Education, Medicine, Needs Assessment, Occupational Surveys, *Physicians, *Primary Health Care, *Professional Continuing Education, Questionnaires, Resource Centers, State Licensing Boards, State Surveys

Primary care physicians in Pennsylvania were asked to give their attitudes and preferences regarding continuing medical education (CME) in an effort to expand and develop physician-oriented CME programs for the Hershey Continuing Education department at Penn State. A 32-item questionnaire was mailed to 952 primary care physicians practicing in Pennsylvania as of May, 1979. The 254 responses constituted a return rate of 26 percent. Less than one fourth of the respondents were opposed to mandatory CME for any purpose, while CME as a requirement for Pennsylvania Medical Society membership and for specialty society membership was favored by at least half of the respondents. Mandatory CME for other purposes, such as malpractice insurance, was considered desirable by between one third and one half of the respondents. Generally, family practitioners were more favorable than other specialists towards mandatory CME. Three fourths of the respondents identified time away from practice'' as a major obstacle to CME participation, while direct costs and availability were each identified as major obstacles by at least half of the respondents. The study recommends that CME programs should be short (one day or less), close to home, and held on days when physicians are not normally working (such as Saturday or Sunday). There was also a perceived need to begin developing CME programs on the cardiovascular and endocrine body systems. Appendices include a bibliography and a copy of the survey questionnaire. (DC)

ED 187 164 HE 012 377

Endicott, Frank S.

The Endicott Report. Trends in the Employment of College and University Graduates in Business and Industry, 1980. Thirty-Fourth Annual Report. A Survey of 170 Well-known Business and Industrial Concerns.

Northwestern Univ., Evanston, Ill. Placement Center.

Pub Date-79

Note-14p.

Available from-Placement Center, Scott Hall, Northwestern University, Evanston, IL 60201

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bachelors Degrees, Career Counseling, *College Graduates, College Role, Comparative Analysis, *Education Work Relationship, *Employment Patterns, Employment Services, Higher Education, *Industry, Job Applicants, *Job Placement, Labor Turnover, Masters Degrees, National Surveys, *School Business Relationship, Tables (Data)

The 34th annual survey of policy and practice in the employment of college and university graduates in business and industry reports responses received from 170 companies. Surveys were returned during October and November 1979. The major purpose of the report is to supply information of interest to colleges and universities as well as employers. One feature is an estimate by the responding companies of the number of graduates to be employed during the coming year and the starting salaries to be offered. Early indications for the 1980 employment season are that there was increased activity in the college placement offices. In most institutions, more students were using placement services and more employers were scheduling interviews. The responding companies represent a variety of business interests: machinery/heavy equipment, light manufacturing, utilities, banking/investment, building materials/construction, retail store/mail order, drugs/chemicals, steel/other metal, insurance, oil/gas, automobile/aircraft, public accounting, research/engineering, food/grain processing, textiles/rubber, data processing, printers/publishing/advertising, carriers, paper/paper products, and others. Estimates are categorized by college major and level. Reasons for accepting or rejecting offers, reasons for not offering jobs, and turnover (loss of employees after 3.5 years) are included. A list of suggestions made for college placement offices is given. (MSE)

ED 187 165 HE 012 410

Bennett, James T. Johnson, Manuel H.

Demographic Trends in Higher Education: Collective Bargaining and Forced Unionism?

International Inst. for Economic Research, Los Angeles, Calif.

Report No.-IIER-20

Pub Date-May 79

Note-35p.

Available from-International Institute for Economic Research, 1100 Glendon Avenue, Suite 1625, Los Angeles, CA 90024 ($1.25)

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, *Compensation (Remuneration), Costs, Data Collection, Decision Making, *Demography, *Faculty College Relationship, Faculty Organizations, Higher Education, Labor Relations, Negotiation Agreements, Tenure, *Unions

Demographic and economic trends that will influence higher education and the implications for collective bargaining and forced faculty unionism are considered. Section II presents enrollment and cost data for the period 1965-1985, which determine the demand for instructional staff at colleges and universities; data are also provided on the supply of potential academicians for both public and private institutions. Declining enrollment figures and reduced tuition revenues imply decreased demand for faculty at the same time that the supply of academic professionals is increasing. This will cause growing faculty concern about job security and compensation, which is likely to create increasing pressures for collective bargaining as an alternative to the faculty tenure system. In Section III, an historical perspective is given of the growth and performance of collective bargaining in higher education. It is argued that all previous studies on academic unions contain substantial biases that favor unionism because the costs associated with union organizing, membership and bargaining have been ignored. It is concluded that collective bargaining in general, and forced unionism in particular, will not give individual professors the higher pay and job security they are seeking. Academic unions may also create additional bureaucracies and red tape, alter the traditional relationships between faculty and administration, and weaken the faculty's role in institutional decision-making. A short list of references is appended. (DC)

ED 187 166 HE 012 417

Carr, David J. Chittum, Carol

A Study to Identify Non-Academic Factors Which May Positively Influence the Recruitment and Retention of Other Race'' Students at Virginia's State-Supported Institutions of Higher Education. Final Report.

Pub Date-Aug 79

Note-93p.; Several pages may be marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Affirmative Action, Ancillary School Services, Black Colleges, *Black Students, Case Studies, College Admission, *College Students, Comparative Analysis, Educational Opportunities, *Extracurricular Activities, Higher Education, *School Holding Power, School Orientation, State Surveys, *Student Recruitment, *White Students

Identifiers-Norfolk State University VA, Radford University VA

Nonacademic factors that may influence recruitment and retention of black students at predominantly white colleges and of white students at predominantly black colleges in Virginia were studied. The study was designed to identify the special problems of these students and the nonacademic activities designed to address those problems. Twenty-one state-supported senior and community colleges were surveyed. It was found that for all institutions recruitment activities and special admission procedures account for the largest number of nonacademic activities reported, nearly doubling the number in any other activity category. Fewer than half of the 21 institutions reported that they provided counseling and instructional outreach activities for prospective applicants and peer counseling activities for newly accepted and entering students. The scope of cocurricular and extracurricular activities reported by black institutions is considerably more limited than that reported by white institutions. The predominant activities at black colleges were student organization activities and athletic activities; these two categories were low at white colleges. Sources of support for nonacademic activities and methods used by institutions to evaluate the effectiveness of nonacademic activities are considered, and case studies of Radford University and Norfolk State University are presented. A literature review concerning student needs and nonacademic activities addressed to meet these needs is included. A bibliography, sample student and faculty questionnaire forms, examples of 18 categories of nonacademic activities, Norfolk State's mission and environmental statement, and a summary of interview responses are included. (SW)

ED 187 167 HE 012 503

Education and General Current Fund Financial Statistics of Nebraska Institutions of Postsecondary Education for Fiscal Years Ending 1975, 1976, 1977, and 1978. A Mini-Series Report No. 7.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Dec 79

Note-55p.
Available from-Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, 301 Centennial Mall South, Lincoln, NE 68509
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Contracts, *Educational Finance, Endowment Funds, Expenditures, Federal Aid, Grants, *Higher Education, *Income, Private Financial Support, State Aid, Statistical Analysis, Tuition
Identifiers-*Nebraska

Financial data reflecting institutional education and general revenue items/education and general expenditure items for Nebraska colleges and universities (years ending 1975-78) are presented. Education and general revenue include current fund revenue from: tuition and fees; state appropriations; local appropriations, federal appropriations, grants and contracts; other gifts, grants and contracts; endowment; and revenue from other sources. These data were taken from Part A of the Higher Education General Information Survey (HEGIS) financial statistics report. Both restricted and unrestricted forms of revenue are included in the current fund education and general revenue total. Summary tables present fiscal year revenues and percentage of total educational and general revenues, by sources of revenue, for each institutional sector, plus the three-year change between 1975 and 1978. Summary tables also present this information for expenditures. Tables for each year are included. (SW)

ED 187 168 HE 012 506

Annual Report to the Governor, Nebraska Coordinating Commission for Postsecondary Education, July 1, 1978 June 30, 1979.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date-30 Jun 79

Note-47p.

Available from-Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, 301 Centennial Mall South, Lincoln, NE 68509

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, Annual Reports, Articulation (Education), College Planning, Coordination, Educational Cooperation, Educational Finance, Federal Aid, Federal Legislation, *Financial Support, Government Role, Government School Relationship, Higher Education, *Planning Commissions, *Postsecondary Education, *State Boards of Education, *Statewide Planning, *Student Financial Aid

Identifiers-*Nebraska

The 1978-79 annual report to the governor by the Nebraska Coordinating Commission for Postsecondary Education is presented. The specific mission, responsibilities, and services of the commission are designated, and details are presented concerning commission meetings, hearings, rules and procedures, staff, and the budget. Information is presented concerning the following accomplishments and activities of the commission between July 1, 1978 and June 30, 1979: (1) reporting on the State Student Incentive Grant Program; (2) completion of projects under Title VI-A of the Higher Education Act of 1965, as amended, and also steps toward phasing out this program; (3) completion of projects under Title I of the Higher Education Act of 1965, as amended; (4) serving as a pass through'' funding agency and in an advisory capacity for the State Student Financial Aid Training Program; (5) comprehensive planning and preparation of reports supported by federal comprehensive planning grant funds; (6) coordination of surveys for the Higher Education General Information Survey (HEGIS) system; and (7) involvements in national and state projects that affect Nebraska postsecondary education. Appendices include rules and procedures of the commission, a listing of advisory committee members, a listing of commission reports, and a chart of Nebraska postsecondary institutions. (SW)

ED 187 169 HE 012 507

Cheit, Earl F. Lobman, Theodore E.
Foundations and Higher Education: Grant Making from Golden Years through Steady State. A Technical Report.
Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.; Ford Foundation, New York, N.Y.
Pub Date-79
Note-150p.
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, CA 94704
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Classification, Educational Finance, *Financial Support, *Grants, Grantsmanship, *Higher Education, *Philanthropic Foundations, *Private Financial Support, Research Methodology, Trend Analysis

This analysis of foundation support of higher education considers grant-making in 1970 and 1974, identifies the evolving role of foundations in higher education, and suggests a future role. Additionally, the document is designed to facilitate continuing research in the field by making available a procedure for classifying grants. Using the classification system, a sample of 39 foundations were analyzed to determine the purposes for which grants are being made, and to whom. The main data source for the project the published reports of foundations was itself made an object of study. The adequacy of foundations was analyzed as an information source, drawing on responses to a short questionnaire sent to college and university presidents, on interviews with staff members of foundations, and on personal observation of the policies of several foundations. The experience of three kinds of grant-making foundations community, corporate, and general-purpose foundations were analyzed. The study sample includes a good representation of large foundations and of their interests, particularly in research. One of the main conclusions is that the foundations in the sample, taken as a group, favor development grants to institutions of higher education. When grant-making for 1970 is compared with that of 1974, a significant shift from support of research toward support of development becomes apparent. The most striking shift in priorities between 1970 and 1974 is the decline in employment grants. (SW)

ED 187 170 HE 012 516

Haro, Carlos Manuel

Criticisms of Traditional Postsecondary School Admissions Criteria: A Search for Alternatives. Occasional Paper No. 1.

California Univ., Los Angeles. Chicano Studies Center.
Pub Date-78
Note-62p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, *Admission Criteria, *College Admission, *College Desegregation, Comparative Analysis, Culture Fair Tests, *Equal Education, Ethnic Discrimination, Geographic Distribution, Grade Point Average, *Higher Education, Public Policy, Racial Discrimination, Social Attitudes, Social Change, Standardized Tests, Student Characteristics, Student Motivation, Test Bias

The controversy surrounding college admission criteria is examined. It is noted that racial classifications and preference of ethnic and racial minorities, as part of a university's admissions policy have been seen to constitute reverse discrimination. Proponents of a racially neutral admissions policy argue for a strengthening of standardized admissions criteria that would rely heavily on quantitative factors: national standardized test scores and grade point average. It is now known that the traditionally used quantitative criteria have a built-in bias, and emphasis on these measures has institutionalized discrimination against the nonwhite and poor in the past. In this essay the criticisms of traditional quantitative criteria are discussed and the search for alternatives is outlined. These alternatives include: changes that incorporate economic and educational characteristics, student motivation, and societal needs; a geographic criterion; culture-specific tests; and racial and ethnic classification as a temporary remedial criterion. The criteria recommended come from these alternatives and have two important characteristics: they involve changes to existing regular admissions criteria, and they do not include special admissions. Recent changes in attitudes toward nondiscriminatory or remedial admissions are examined. A list of references and selected bibliography are included. (MSE)

ED 187 171 HE 012 541

The State Board of Regents 1978-79 Annual Report of State University and Community College System of Tennessee for the Period of July 1, 1978 to June 30, 1979.

Tennessee State Board of Regents, Nashville.
Pub Date-Sep 79
Note-66p.; Colored print will not reproduce clearly.
Available from-State University and Community College System of Tennessee, 1161 Murfreesboro Road, Nashville, TN 37217
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports, College Desegregation, College Faculty, College Libraries, College Students, Comparative Analysis, Degrees (Academic), Educational Finance, Enrollment, *Enrollment Trends, Expenditures, Facility Expansion, *Higher Education, Income, Institutional Characteristics, *Master Plans, Mergers, Multicampus Colleges, Program Evaluation, Sex Discrimination, State Boards of Education, *State Colleges, *State Universities, *Statewide Planning, Statistical Analysis, Student Characteristics, Student Financial Aid, Teacher Salaries
Identifiers-*Tennessee

The 1978-79 profile of the State University and Community College System of Tennessee shows its fall enrollment to be 88,799 (headcount) or 65,683 full-time equivalent students, with 11,358 students graduated. Full-time faculty numbered 2,684. The state appropriation was $137.5 million, with an operating budget of $230.1 million. During the year the headcount enrollment increased by 3.2 percent. Significant progress is seen in the formulation of the five-year comprehensive system plan, and the final report on low-producing programs was adopted. The first class was admitted to the East Tennessee State University College of Medicine during this year. Special funds were appropriated for faculty salary improvement and desegregation efforts, and a study of faculty salaries was conducted that found no evidence of discrimination on the basis of sex. In addition, the plan for merging Tennessee State University and the University of Tennessee at Nashville was implemented. In this annual report general information on the state system is given, and the chancellor's report addresses academic affairs, personnel matters, student affairs, desegregation efforts, fiscal and administrative affairs, and facility development. Appendices consist of tables on enrollment, student characteristics (academic level, age, residence), degrees awarded, faculty, library holdings, student aid awards, revenues and expenditures, and construction. (MSE)

ED 187 172 HE 012 542

Fiscal Options for Postsecondary Education in New York State in a Period of Declining Enrollment.

New York State Univ. System, Albany.
Pub Date-Dec 79
Note-37p.
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Planning, Community Colleges, *Educational Finance, Educational Objectives, Federal Aid, *Futures (of Society), Government Role, Government School Relationship, Higher Education, Institutional Administration, Postsecondary Education, Private Colleges, *Resource Allocation, *State Aid, State Boards of Education, State Colleges, State Universities, *Statewide Planning, Student Financial Aid, Tables (Data)
Identifiers-*New York

In order to stimulate discussion of the future of postsecondary education in New York State, issues and options are suggested to consider in developing institutional plans for the 1980's. They may be incorporated into the Board of Regents statewide plan. The role of the state in financing higher education is discussed, with tables showing recent state appropriations to institution groups and related state agencies and student aid programs. Revenues are also presented. General considerations in formulating postsecondary education financing strategies are examined: fiscal prospects of the state, inflation, economies of scale, institutional autonomy and program interrelationships, and coordinating with federal programs. Discussed briefly are relationships between financing mechanisms and objectives in the state, ranked according to their effectiveness in theory. Some alternative financing mechanisms are proposed: the Tuition Assistant Program, a grant program with a sliding scale for family income, merit-based scholarships, the Bundy Aid program to independent colleges, aid for disadvantaged students, appropriations for public institutions, special grants for endangered institutions, institutional transition grants for colleges and universities changing their missions or program mixes, institutional planning grants, support for graduate programs and research, special construction and renovation grants, student loans, centers of excellence grants, student information services, and medical and dental school aid. Suggestions are given for developing a financing strategy and resource calculations. A brief list of references is included. (MSE)

Abrahamsson, Kenneth

Work Experience As a Resource in Higher Education. R & D for Higher Education, 1980:1.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Pub Date-80
Note-11p.
Available from-R & D Unit, National Board of Universities and Colleges, P.O. Box 45501, S-104 30 Stockholm, Sweden
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Case Studies, Critical Thinking, *Curriculum Development, Educational Change, *Experiential Learning, *Foreign Countries, *Higher Education, Research Projects, Study Skills, *Work Experience
Identifiers-*Sweden

The project described is part of a followup to the Swedish university reform of 1977, of which the emphasis on work experience is a central feature. The purpose is to document Swedish and other nations' conditions for using work experience in some college curricula. Theoretical background for the study is described, treating work experience not as a resource in itself but rather most useful when related to a curriculum. The interrelationship of work, study skills, and critical thinking is discussed. It is felt that the prevailing concept of adult education does not adequately incorporate critical thinking and information assimilation. The project is scheduled to work from January 1980 through June 1981. The first phase consists of compilation of documentation and the development of instruments for case studies. Phase two consists of the examination of a number of courses of study. Phase three is for analysis of the case studies and examination of international experiences in this area. In phase four, three courses of study are looked at in depth. The final phase is dedicated to developing a final report. A brief list of references is included. (MSE)

ED 187 174 HE 012 553

Thistlethwaite, Frank

Chairman's Report to the Council for the Academic Year 1978-79.

Inter-University Council for Higher Education Overseas, London (England).

Pub Date-Jan 80

Note-57p.

Available from-Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P ODT England

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annual Reports, Cooperative Programs, Costs, *Developing Nations, Educational Improvement, Financial Support, *Foreign Countries, Foundation Programs, Government Role, *Higher Education, International Educational Exchange, *International Programs, Quality of Life, Retrenchment, Technical Assistance

Identifiers-Africa, Caribbean, Far East, *Great Britain

The chairman's report to the Inter-University Council for Higher Education Overseas covers financial outlays, expenditure cuts and program assistance ventures conducted with British government approval to educationally impoverished areas in Africa, the Caribbean, the Far East and other locales during 1978-79. The chairman argues that the IUC's methods of operation have resulted in the provision of educational aid more effective, more welcome overseas, more productive of long-term multiplier effects and far cheaper in terms of public money and official manpower than the quite different technical co-operation programs conducted for the benefit of the same institutions through government to government channels. Substantial budget cuts forced the IUC to make substantial staff cuts to save as many overseas aid commitments as possible. Divisional reports concentrate on West Africa, East and Central Africa, and the Caribbean, Far East and other areas. Each divisional report describes conditions in funded countries, and gives additional information on local recruitment, links, staff development, equipment and capital grants, books and visits donated during 1978-79. Appendices include a membership roster, a list of associated overseas universities and a series of financial tables documenting 1978-79 capital expenditures and outlays. (DC)

ED 187 175 HE 012 559

Nelson, James H.

Policy Making in Higher Education: Implications for Preparing Educational Leaders.

Pub Date-Dec 79
Note-15p.; Paper presented at the Inter-American Congress on Educational Administration (Brasilia, Brazil, December 10-14, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, *Administrator Education, *College Administration, Conflict Resolution, Educational Policy, *Higher Education, Leadership Qualities, *Leadership Training, Management Information Systems, Models, Organizational Change, *Policy Formation, Systems Approach, Theories

Policy-making is viewed as a complex and unorganized process. Several aspects are examined: political, rational, collegial, and eclectic. The political model is chosen as that closest to the educational policy-making process. Theories of that process in higher education institutions are examined. Recommendations for programs to prepare educational administrators for leadership in policy-making include: (1) strengthening the portions of programs concerned with development of information systems within institutions, and the related areas of planning, evaluation, institutional research, and policy analysis; (2) training in conflict management, including organizational change; (3) emphasis on the policy formation process, as distinguished from policy adoption; and (4) encouraging educational leaders to look at their responsibilities broadly, in the context of the interactive systems in which they work. A brief list of references is included. (MSE)

Overall, J. U. Marsh, Herbert W.

Relative Influence of Course Level, Course Type, and Instructor on Students' Evaluation of Instruction.

Pub Date-80
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *College Instruction, College Students, Comparative Analysis, Educational Research, Graduate Students, Higher Education, *Predictor Variables, *Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, Undergraduate Students

The relative contribution of course level (undergraduate versus graduate), course type (accounting, economics, management theory, etc.) and the specific instructor on students' evaluation of instruction was investigated. College students (N 1374) evaluated teaching effectiveness both at the end of each course (N 100) and again one year after graduation. Mean end-of-term ratings were similar to those collected after graduation, and the two sets of ratings were highly correlated. The variance attributable to the specific instructor was much larger than that due either to course level or course type for both end-of-term and followup ratings, and the effects were stable. These findings are claimed to show that the particular course one teaches or the level at which it is taught is relatively less important in determining the outcome of student ratings than who teaches it. (Author/SW)

ED 187 177 HE 012 565

Breneman, David W.

Efficiency in Graduate Education: An Attempted Reform. A Report to the Ford Foundation. Revised.

Spons Agency-Ford Foundation, New York, N.Y. Education and Research Div.

Pub Date-Jul 77
Note-156p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Data Analysis, Doctoral Degrees, *Doctoral Programs, *Educational Change, Educational Demand, Enrollment Trends, Graduate School Faculty, Graduate Students, *Graduate Study, Humanities, *Humanities Instruction, Interviews, Labor Market, *Program Effectiveness, Program Evaluation, Program Improvement, *Social Sciences, Student Attrition, Student Financial Aid, Universities
Identifiers-*Ford Foundation Graduate Program, Site Visits

The results of a seven-year program designed to reform graduate education in the humanities and social sciences sponsored by the Ford Foundation and 10 leading university graduate schools are reported. Evaluation focused on the Ford Foundation Graduate Program, original proposals submitted by the 10 universities, annual reports and data submitted [illegible] each university, and interviews with presidents, deans, and faculty from the 10 universities participating in the program. Chapter I, (The Program), discusses the development of the program, the experimental design employed, and procedures followed at the Ford Foundation. In Chapter II, (The Outcomes: Data Analysis), the statistical results of the program are examined drawing on the annual reports submitted to the Ford Foundation and on the separate analyses performed using Doctorate Records File data. Chapter III, (The Outcomes: Site Visits), presents findings from site visits conducted at each of the 10 supported universities. The final chapter offers major conclusions drawn from the study as well as an evaluation of where and why the program went wrong. Among the several conclusions are: the weakened academic labor market undermined the program rationale in the eyes of most faculty and students; staff changes during the program added instability; and the differences of the 10 universities participating in the program made it difficult to form broad generalizations. Appendices provide comparisons of proposed budgets and actual expenditures under the program by university, and lists of individuals interviewed on site visits at the 10 universities. (LC)

ED 187 178 HE 012 570

Seib, Kenneth

Aunt Alice at the Country Club: Observations on the Academic Class Structure.

Pub Date-19 Dec 79

Note-11p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Characteristics, Administrators, College Administration, *College Faculty, Employment Experience, Faculty College Relationship, Governance, Higher Education, Labor Market, Power Structure, *Role Perception, *Social Structure, Status, Teacher Administrator Relationship, *Teacher Role, *Teaching (Occupation), Trend Analysis

The notion that the university teaching profession is not the working-class is discussed. It is suggested that the failure of faculty to recognize that they are laborers could prove disastrous within the next decade. Universities and colleges are faced with declining resources, lowering enrollments, growing bureaucracy, and bleak prognoses for the future. The most serious threat to higher education is claimed to be the failure of quality leadership. There is a great distance between administration and faculty. Much of the present situation in higher education is thought to be the result of administrative mismanagement. Typical types of administrators are described. It is suggested that professors need to stop seeing themselves as some privileged class who are somehow apart from the world of work and everyday life. (SW)

ED 187 179 HE 012 571

Ramagli, Howard J., Jr. Greenwood, Gordon E.

The Doctor Fox Effect: A Paired Lecture Comparison of Lecturer Expressiveness and Lecture Content.

Pub Date-80

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, Classroom Research, *College Faculty, *College Instruction, College Students, Comparative Analysis, Higher Education, *Lecture Method, Self Expression, *Student Evaluation of Teacher Performance, *Teacher Behavior, Teacher Effectiveness

Identifiers-Goffman (Erving)

The influence of the Doctor Fox effect on student ratings on instruction was examined. The idea for the Doctor Fox effect stemmed from the work of Erving Goffman and his notion that expressive behavior may influence an audience as much or more than substance when there is little time or reason for the audience to evaluate the presentation (1950). Undergraduate subjects compared two lecture segments varying in content and expressiveness. Total rating scores for each paired lecture were analyzed separately, along with a lecture choice variable and an adjective checklist. Results indicate a strong influence on student ratings of instruction by expressive teaching behaviors. Student choice of better lecture presentation and of adjectives to describe the lecturer showed strong relationships with high expressiveness lectures. The validity of the use of student ratings as the sole measure for administrative decisions regarding college teaching is questioned. (SW)

ED 187 180 HE 012 574

Proceedings. Northwest Association of Schools and Colleges Annual Convention (63rd, Hilton Hotel, Portland, Oregon, December 1-4, 1979).

Northwest Association of Schools and Colleges, Seattle, Wash.

Pub Date-Dec 79

Note-120p.

Available from-Northwest Association of Schools and Colleges, 3700-B University Way N.E., Seattle, WA 98105 ($4.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, Administrators, Agency Role, Budgets, Committees, Educational Change, *Elementary Secondary Education, *Higher Education, *Institutional Evaluation, Regional Programs

Identifiers-*Northwest Association of Schools and Colleges, *United States (Northwest)

The proceedings of the 1979 annual meeting of the Northwest Association of Schools and Colleges begins by listing the officers, trustees, and commissioners of the association, and outlining the program of the meeting. The minutes from the Commission on Schools include reports from: the state committees of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington; committee reports (standards, research and service, special purpose schools, board of trustees, council of regional school accrediting commissions, the Far West Council on Accreditation); election of the executive director; and presentations of evaluation procedures, state by state. Included is a summary of accredited members for 1979-80. The minutes of the commission on colleges include the evaluation schedule for 1980 and 1981, accreditation actions taken, budget, standards, and appeals policy and procedures. Minutes are given of the board of trustees meeting and the annual business meeting. Essays entitled The Humane Administrator'' (Leonard W. Rice) and Prospects for a Metamorphosis of Educational Institutions in the 1980's'' (Brother Raphael Wilson) are presented. Appended is a directory of the member schools and colleges and candidates for accreditation, by state. (MSE)

ED 187 181 HE 012 581

VanderMeer, A. W. Lyons, Mack

The Liberal Arts As Viewed by Faculty Members in Colleges and Schools of Business: 1958-1976.

Pub Date- 79

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *Business Administration Education, *College Curriculum, College Faculty, Core Curriculum, Departments, Economics Education, Elective Courses, Higher Education, *Liberal Arts, Mathematics Education, National Surveys, *Teacher Attitudes, Writing (Composition)

A study conducted in 1976 surveyed 742 faculty members from 65 colleges and schools of business in universities throughout the United States on their views of the liberal arts components of the curriculum. The survey instrument was one used 18 years earlier, so that shifts in opinion could be noted. In general, the business faculty expressed opinions less favorable to liberal arts in 1976 than in 1958. They were more likely to agree with statements favorable to liberal education. There was a marked tendency to prefer that a smaller portion of the business curriculum be devoted to liberal studies. More than one fourth of the 1976 respondents preferred that 25 percent or less of the curriculum be devoted to the liberal arts. Business faculty attributed to their administrators and fellow faculty members attitudes less favorable than their own toward the liberal arts. Business faculty were reluctant to require their students to take work in any of the particular branches of the liberal arts except those having particular relevance to the business curriculum. Thus 85 percent or more would require economics, mathematics, and composition but as many as half of the faculty would require no other subject. Responses are summarized in tables. (Author/MSE)

ED 187 182 HE 012 582

Guyotte, Roland L.

Liberal Education and the American Dream, 1920-1950: Educators' Responses to Changing Times.

Pub Date-7 Mar 80
Note-21p.
Available from-Paper prepared for the Missouri Valley History Conference (Omaha, NE, March 7, 1980)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education, *Access to Education, *College Curriculum, Educational Change, *Educational History, Educational Policy, Enrollment Trends, *General Education, *Higher Education, *Liberal Arts, Public Policy, Social Change, United States History
Identifiers-*Elitism

Changes between 1920 and 1950 in the American idea of going to college, from an aspiration into a right, are described. The interplay among educational leaders during this period illuminates many of their uncertainties and concerns. One element in the debate is the centrality of liberal education as a normative concept to explain and prescribe for steady growth. Debaters are consistently divided on the appropriate boundaries to ascribe to liberal education. The liberal education defended in the 1920's was education for leadership in a stratified society. The apparent inability of institutions to fulfill this mission, especially with rising enrollment, and an apparent revolution in student morals and manners were criticized. The depression era marked a silent shift away from elite higher education toward a general education model oriented to citizens and masses. It specifically called for education for following as well as leading. The world crisis leading to the second world war stimulated a revival of the humanities in the curriculum. Events and constituencies outside education influenced the growth of mass education in the 1940's, especially the GI Bill. Work at Harvard (the Harvard Redbook) promoted a significant revival of the liberal arts ideal, and the report of a presidential commission during the Truman administration was also a milestone. When mass higher education triumphed by the mid 1950's, some educators abandoned their earlier enthusiasm. During these decades the educational system enlarged and transformed itself in directions far different from the enduring liberal education goals. Although the goals were retained, the content and even purpose of liberal education remained vague. (MSE)

ED 187 183 HE 012 583

Wood, Peter H. Wood, Jane H.

Student Attitudes Toward Academic Advisement.

Pub Date- 79
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Choice, College Environment, College Faculty, Courses, *Educational Counseling, *Faculty Advisers, Higher Education, Individual Counseling, Majors (Students), *Participant Satisfaction, Scheduling, School Holding Power, School Surveys, State Universities, *Student Attitudes, Study Skills, *Teacher Evaluation, Teacher Promotion
Identifiers-*Bowling Green State University OH

In a survey of student opinions of advisement, variations of a questionnaire were sent to a random sample of students and given to a random sample of students in classes. Analysis of the data from 519 respondents showed advisor functions to be ranked in this order of importance: (1) assisting with course choice and scheduling; (2) assistance with choice of majors and minors; (3) advice on career decisions; and (4) assistance with institutional red tape. Assistance with study skills was not perceived as an advisor role, and advice on personal problems was seen as least important. These perceptions did not vary by student class level or satisfaction with advising services. The most valued advisor characteristic was knowledge of regulations, course requirements, and academic progress of the student. Many more students were dissatisfied with faculty advising than were dissatisfied with course work, nonacademic college life, or advisement offered at the central advising office. Almost all felt that advisement should be regularly evaluated, as well as classroom instruction. Two-thirds agreed that evaluations of faculty advising should be placed in faculty personnel files and should be considered in promotion decisions. Self-reported likelihood of leaving college was significantly correlated with lack of commitment to major, somewhat correlated with satisfaction with course work, but generally not correlated with either satisfaction with advisement or nonacademic aspects of college life. (MSE)

ED 187 184 HE 012 584

Cross, Cynthia Sahagian

The Guaranteed Student Loan Program. Access to Loans in Michigan 1971-72 to 1974-75. Michigan Business Reports Number 63.

Michigan Univ., Ann Arbor. Graduate School of Business Administration.

Pub Date-79

Note-84p.

Available from-Division of Research, Graduate School of Business Administration, University of Michigan, Ann Arbor, MI

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Banking, College Students, Community Colleges, Comparative Analysis, Credit (Finance), Educational Economics, Federal Aid, *Federal Programs, Financial Aid Applicants, Higher Education, Loan Repayment, Private Colleges, Regional Characteristics, *School Business Relationship, State Colleges, *Statewide Planning, Statistical Analysis, *Student Financial Aid, *Student Loan Programs, Tables (Data)

Identifiers-*Guaranteed Student Loan Program, *Michigan

A study of loan availability in Michigan through the federal Guaranteed Student Loan Program outlines the evolution of federal lending programs for college students and describes program characteristics, funds, costs, defaults, and funding systems. The situation for borrowers and lenders in the state and its regions is examined, including statistics on lending and default rates. Rates of borrowing at individual Michigan institutions are given for 1971 through 1975, with default rates. The effect of eight variables (such as other student aid availability, number of applicants, and other factors) on borrowing from private lenders is analyzed. A chapter addresses the issue of the school as a lender of last resort. Policy considerations taken as a result of the study include the economics and risks of becoming a lender and policies on default risk. Appended are lists of the regions and institutions in the study; a comparison of bank and applicant estimates of borrowing rates, by region; definitions of variables and data sources; statistical analyses of variables on borrowing rates at community colleges and public and private four-year institutions; and a bibliography. (MSE)

ED 187 185 HE 012 585

Whitehead, John S.

The Danish System Revisited.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.
Report No.-YHERG-43
Pub Date-Mar 80
Note-23p.
Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520.
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, College Faculty, College Graduates, *Educational Change, *Education Work Relationship, Federal Legislation, *Foreign Countries, *Governance, Governing Boards, Government Role, Government School Relationship, *Higher Education, Institutional Autonomy, Labor Market, Open Enrollment, *Power Structure, School Community Relationship, Teacher Attitudes
Identifiers-*Denmark

The paper is a supplement to an earlier paper in the same series which reviews Danish higher education until 1977. Expansion in higher education in the last 20 years, approaching the scale of mass higher education, culminated in a crisis in 1977. At that time, a trend toward self-government and participatory governing boards was seen as the end of traditional autonomy of the university. Twenty months later there was little of the earlier talk of altering the 1973 law that had caused these changes; in fact, that law was regarded as the established way of doing things. The crisis of the 1970's seems at an end, although one problem remains: the job market and its ability to absorb the graduates. While the crisis is foreseen, little has been done to plan for it, and it is not known when the problem will become serious. At the moment the strategy is to watch and wait. A significant result of this history is that for the first time in Denmark there is a sense that what happens outside the universities will affect what goes on inside them. In this case intellectual life has continued at a high level despite the decline in the traditional university autonomy. Therefore it may be possible for the historic organization of higher education to change naturally with the times. (Author/MSE)

ED 187 186 HE 012 586

Clark, Burton R.

Academic Culture.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.

Report No.-YHERG-42

Pub Date-Mar 80

Note-34p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, *College Faculty, Comparative Education, Educational Change, Expectation, *Higher Education, Moral Values, Power Structure, Professors, Teacher Attitudes, *Teaching (Occupation)

With fragmentation the dominant trend in academic settings around the world, the larger wholes of profession, enterprise, and system are less held together by integrative ideology. Strong ideological bonding is characteristic of the parts, primarily the disciplines. The larger aggregations are made whole mainly by formal superstructure, many linked levels of bureaucracy from campus administration to multi-campus organs to regional or provincial machinery and up to the national level of administrative and political oversight. Ideologies exist in the superstructure but more as doctrines that loosely legitimate diverse activities than as sets of specific ideas that give commonness to their holders. The newer ideas are broad in scope and necessarily diffuse, stretching over diverse clienteles, programs, and connections to job markets, providing little link with the traditional academic community. This is not the end of ideology in the academic world, but a vast reshaping. Structural changes in education weakened ideologies of the whole while strengthening those of component parts. Academic ideologies serve as an emotional bonding and moral capital, but are increasingly pluralistic, tied to the primacy of the discipline and the profession. (Author/MSE)

ED 187 187 HE 012 587

Geiger, Roger L.

The Limits of Higher Education: A Comparative Analysis of Factors Affecting Enrollment Levels in Belgium, France, Japan and the United States.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-EXXON Education Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.

Report No.-YHERG-41

Pub Date-Feb 80

Note-53p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, CT 06520

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Ability, Academic Aspiration, *Access to Education, Careers, *Comparative Education, Degrees (Academic), Educational Benefits, Educational Change, Educational Demand, Educational History, Educational Supply, *Enrollment Influences, Enrollment Trends, *Equal Education, *Foreign Countries, *Higher Education, Occupational Aspiration

Identifiers-Belgium, *Europe, France, Japan, United States

A comparative analysis of enrollment influences in four countries is presented. From the enrollment histories of the 1970's in Belgium, France, Japan, and the United States several generalizations are drawn: (1) while demographic growth in young people produced difficult labor market conditions at all levels of educational preparation, college graduates in particular felt a decline in career prospects, a situation made worse by general economic depression after 1973; (2) total private demand for traditional or long university study ceased growing by mid-decade; (3) ability and socioeconomic factors in educational demand varied in the four countries; (4) educational and career demand from all ability levels has caused increasing meritocratic selection in programs with surest and largest career rewards; (5) for students with neither high ability nor high socioeconomic status educational demand has largely been diverted to shorter programs or non-university programs; (6) where the time and effort necessary for postsecondary study is variable and costs are low (France and the United States) the phenomenon of discounting'' occurs, or a reduction in the investment of student resources commensurate with lower anticipated career rewards; and (7) though a portion of educational demand can be accounted for by technological advancement, much of this is the product of the penalty effect, credential inflation, and the promotion of certain types of education to postsecondary status. These factors put into a different perspective the earlier vision of universal higher education: a significant proportion of young adults have talents best developed outside the classroom. A growing proportion of graduates will cause incentives for graduate careers to regress toward the mean, weakening the principal motivation to seek postsecondary education. In these four nations it is felt that the limits of mass higher education have been reached. (Author/MSE)

ED 187 188 HE 012 590

The Impact of Private Investment on Public Colleges and Universities. Margin for Excellence and Opportunity.

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date- 80

Note-20p.; Best copy available.

Available from-Office of Research and Information, National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, DC 20036.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Business, College Role, Community Support, *Educational Finance, Educational Quality, Expenditures, Federal Aid, Futures (of Society), Higher Education, Income, *Land Grant Universities, Philanthropic Foundations, Position Papers, *Private Financial Support, Professional Associations, *Public Education, *State Colleges, State Universities, Student Costs

This statement explains the need for private financial support of state colleges and universities, and suggests that such support makes the difference between adequacy and excellence in higher education. Private support makes available scholarships and loans, increases the distinguished faculty through endowed chairs, builds special facilities, provides special academic opportunities, and broadens opportunities for minorities. Listed are efforts of public institutions that deserve extra support: manpower training, expanding knowledge through research, and broadening opportunities for minorities. The developing financial challenge to higher education institutions is described referring to the limits of federal funds, rising student costs, and the importance of private funds from a number of sources (corporations, foundations, alumni and individuals, and community and civic groups). Charts show the sources of support for public universities in 1975-76, where the public university's private support dollar comes from, and how that dollar is spent. Member institutions of the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities are listed. (MSE)

ED 187 189

HE 012 592

Turner, A. Richard

The Arts in Liberal Education. Forum for Liberal Education, Volume 2, Number 6, April 1980.

Association of American Colleges, Washington, D.C.

Pub Date-Apr 80

Note-15p.

Available from-Forum, Association of American Colleges, 1818 R St. N.W., Washington, DC 20009

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Architecture, *Art Education, *College Curriculum, Creative Expression, Creativity, Critical Thinking, Curriculum Design, Degrees (Academic), Ethnic Studies, Higher Education, Humanities Instruction, Intellectual Disciplines, *Liberal Arts, Program Descriptions, *Theater Arts, *Visual Arts

Identifiers-California Institute of the Arts, George Washington University DC, Hiram College OH, John Tyler Community College VA, Mount Vernon College DC, New York University, University of California Los Angeles, Western Michigan University

It is postulated that an understanding of the arts is essential in liberal education. In an essay Richard Turner states that on many campuses there is little effort made to integrate the liberal and creative arts in the curriculum. Some critical factors are suggested for achieving a strong position for the arts in liberal education, and a group of program descriptions and bibliographic references are provided. The programs described are in ethnic arts at the University of California at Los Angeles, architecture and history at Hiram College (Ohio), creative arts within the liberal arts curriculum at Western Michigan University, art appreciation through self-instructional packages at John Tyler Community College (Virginia), critical studies (the relationship of the arts and humanities in the 20th century) at the California Institute of the Arts, arts and humanities management at Mount Vernon College (Washington, D.C.), the Institute of Film and Television at New York University, and a program in the creative process at the George Washington University (Washington, D.C.). Very brief descriptions are given of 12 other programs around the country. (MSE)

ED 187 190 HE 012 597

Edwards, Harry T. Nordin, Virginia Davis

Higher Education and the Law.

Pub Date-79

Note-844p.

Available from-Institute for Educational Management, Harvard University, Cambridge, MA 02138 ($25.00)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Books (010)

Document Not Available from EDRS.

Descriptors-Access to Education, Age Discrimination, Case Studies, Civil Liberties, Collective Bargaining, *Constitutional Law, Copyrights, *Court Litigation, Educational Legislation, Equal Education, Faculty College Relationship, Federal Legislation, Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Autonomy, Laws, Legal Problems, Privacy, Private Colleges, Public Education, *Student Rights, Teacher Welfare, Tenure, Unions

Identifiers-Equal Pay Act 1963, Rehabilitation Act 1973, Title IX Education Amendments 1972

The proliferation of laws, regulations, and judicial opinions affecting higher education and the nature of the impact of these laws on the academic community are examined. Designed for use by both students and practitioners, the book employs the case method'' design based on the belief that law cases furnish the best sources for study and review of legal developments. Part One, The College or University As a Legal Entity,'' discusses the college or university as a legal entity, legal attributes of private universities, the constitutionally autonomous university, and public universities without constitutional status. Part Two, Faculty Rights,'' examines academic freedom and related substantive constitutional rights, faculty tenure, and unionization and collective bargaining. Part Three, Student Rights,'' examines substantive constitutional rights of students, procedural due process, the contract theory, the student as consumer, and miscellaneous issues concerning student rights. The final section, Federal Regulation of Higher Education,'' includes the impact of federal regulation, equal educational opportunities, Title IX of the Education Amendments of 1972, equal job opportunities under the law, affirmative action, age discrimination, Equal Pay Act, the Rehabilitation Act, family rights, student loans, copyright law, and miscellaneous federal regulations. A preface, summary table of contents, reference materials, and table of cases are provided. Supplements to the book will be published on an annual basis updating material appearing in this volume. (LC)

ED 187 191 HE 012 601

Smith, James P., Ed. Weiland, Steven, Ed.

The Extracurricular Curriculum. Academic Disciplines and Public Humanities Programs. Federation Resources 5.

Federation of Public Programs in the Humanities, Minneapolis, Minn.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Schwartz Paper Co., Inc., Muncie, Ind.

Pub Date-80

Note-118p.; Papers presented at the National Conference of State Humanities Councils (October 1979)

Available from-Federation of Public Programs in the Humanities, 15 South Fifth Street, Suite 720, Minneapolis, MN 55402 ($3.00)

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Learning, Community Programs, Community Role, Essays, Foreign Countries, Government Role, Government School Relationship, Higher Education, History Instruction, *Humanities, *Humanities Instruction, Intellectual Disciplines, Literature, Philosophy, *Public Policy, Rewards, Scholarship, *State Programs

Identifiers-Denmark

Six essays exploring the uses of the humanities in public programs are presented. They relate to the traditional and current interests of the disciplines, and discuss matters that bear on the conduct of projects and the activities of participating humanists in state programs. They are the result of a study of the concepts and practices in the academic disciplines that can promote an effective public pedagogy'' in the humanities. The essays include: The Rebirth of Civic Culture through the Humanities: The Danish Experience (R. Oakley Winters); The Public Study of Literature (Alan Shusterman); Philosophic Tradition, Rediscovery and the Public (Fred Weber); Doing History in Public Places (Michael Sherman); Scholarship in the Humanities and the Public: The Case of Literature (Richard Lewis); Lively Wonder or Tangled Web? New Thoughts about Adult Learning (Charles C. Cole); and Pearls and Rubies to Their Discourse: Academic Rewards for American Scholars (Steven Weiland). Appended is a gazette of the contributors. (MSE)

ED 187 192 HE 012 610

Student Loan Collection Procedures.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-77
Note-198p.; Parts may be marginally legible.
Available from-Division of Student Financial Aid, Bureau of Student Financial Assistance, Office of Education, Washington, DC 20202 (NDSL participants only, no charge); National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (NDSL nonparticipants, $10.00)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, *Administrator Role, Allied Health Occupations Education, College Administration, Federal Programs, Financial Aid Applicants, Flow Charts, Legal Responsibility, *Loan Repayment, Nursing Education, Program Administration, *Recordkeeping, Records (Forms), School Accounting, School Business Officials, School Responsibility, *Student Financial Aid, *Student Loan Programs, Student Responsibility

Identifiers-Guaranteed Student Loan Program, Health Professions Student Loan Program, National Direct Student Loan Program, Nursing Student Loan Program

This manual on the collection of student loans is intended for the use of business officers and loan collection personnel of colleges and universities of all sizes. The introductory chapter is an overview of sound collection practices and procedures. It discusses the making of a loan, in-school servicing of the accounts, the exit interview, the billing process, interruption of the billing process, the collection process, litigation, uncollectible loans, and tracing students. Appended to this chapter are a sample statement of rights and responsibilities, a confidential information form, truth in lending form, list of codes, repayment chart, sample letter to be used at 90-120 days, request for hardship deferment and response letter, collection flow chart, loan collector's guide to special situations, letter of disbursement and receipts, legal forms, account tracing check sheet, and delinquency report. The four following chapters each discuss a major federal loan program: the National Defense/Direct Student Loans, Guaranteed Student Loans, Health Professions Student Loans, and Nursing Student Loans. Appended to each chapter are a similar array of forms and samples, appropriate to the specific program. (MSE)

Investment Policies and Procedures at Selected Colleges and Universities.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-Apr 77
Note-187p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 ($10.00)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Policy, Case Studies, *Endowment Funds, *Financial Support, Fund Raising, *Higher Education, *Investment, *Money Management, Program Administration, School Responsibility
Identifiers-Amherst College MA, Berea College KY, Carnegie Mellon University PA, College of Wooster OH, Common Fund, Kalamazoo College MI, Northwestern University IL, Smith College MA, Stanford University CA, Tufts University MA, University of Minnesota

Descriptions of the policies and procedures used by 11 colleges and universities in the administration of institutional investments and endowments are presented. In addition to statements of investment goals, policies and procedures for deferred giving and social responsibility in investment are included. Statements are reproduced exactly as received from the institutions. The following institutions are contributors: Amherst College (Massachusetts), Berea College (Kentucky), Carnegie Mellon University (Pennsylvania), The Common Fund, Kalamazoo College (Michigan), the University of Minnesota, Northwestern University (Illinois), Smith College (Massachusetts), Stanford University (California), Tufts University (Massachusetts), and the College of Wooster (Ohio). (MSE)

ED 187 194 HE 012 612

Accounting, Recordkeeping, and Reporting by Colleges and Universities for Federally Funded Student Financial Aid Programs (The Blue Book'').

Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

Pub Date-77

Contract-300-76-0067

Note-81p.

Available from-Bureau of Student Financial Aid, Office of Education, Washington, DC 20202

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Guides, Federal Aid, *Federal Programs, Government School Relationship, *Grants, Higher Education, Legal Responsibility, Loan Repayment, Methods, Power Structure, *Program Administration, Recordkeeping, Records (Forms), School Responsibility, *Student Financial Aid, *Student Loan Programs, Work Study Programs

Identifiers-Basic Educational Opportunity Grants, College Work Study Program, National Direct Student Loan Program Audits, Supplemental Educational Opportunity Grants

This manual was prepared to assist postsecondary education institutions in meeting their responsibilities in the administration of federal student aid programs: the Basic Educational Grant Program, College Work-Study Program, National Direct Student Loan Program, and Supplemental Educational Opportunity Grants Program. Areas are identified in which administrative difficulties most commonly occur, and methods and procedures to insure sound, proper, efficient management of the programs are discussed. The areas covered are: the need for placement of financial aid offices at an administrative level reflecting their importance in the institution; adequacy of staffing; accurate and adequate recordkeeping for timely reporting; intrainstitutional communication; the need for procedural outlines and clear delegation of responsibility; the need for each staff member to have a thorough understanding of the aid programs and the lines of responsibility within the office; and the need for efficient loan collection. Numerous charts, tables, and forms are included as samples, with directions for their use. Specific directions are given for different aid programs. Appended are an agreement form covering institutional participation in the

federal programs, the federal terms of agreement for computation and disbursement of Basic Educational Opportunity Grants, and excerpts from the Department of Health, Education, and Welfare Audit Guide. (MSE)

ED 187 195 HE 012 613

Patent and Copyright Policies at Selected Universities.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-78
Note-128p.
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 ($10.00)
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Policy, *College Administration, *Copyrights, Federal Legislation, Financial Support, Government School Relationship, Higher Education, National Surveys, *Patents, Scholarship, *Scientific Research, *Technology Transfer
Identifiers-Boston University MA, California Institute of Technology, Cornell University NY, Massachusetts Institute of Technology, Purdue University IN, *Research Administration, Research Universities, Rockefeller University NY, University of California, University of Connecticut, University of Georgia, University of Pennsylvania, Washington University MO

Gathered are statements of copyright and patent policies in effect at 13 universities. In some cases policies concerning publication and sponsored research are included. The statements are reproduced exactly as received from the institutions, without interpretation. The universities participating are: Boston University (Massachusetts); California Institute of Technology; Cornell University (New York); Massachusetts Institute of Technology; Purdue University (Indiana); The Rockefeller University (New York); University of California; University of Connecticut; University of Georgia; University of Pennsylvania; University of Southern California; University of Virginia; and Washington University (Missouri). Supplements dated 1978 from the Administrative Service bulletin, entitled ``Survey of Institutional Patent Policies and Patent Administration'' and ``Patents at Colleges and Universities,'' are included. The first summarizes results of a 1977 survey by the Society of University Patent Administrators. The second is a brief state-of-the-art statement on the nature and scope of research and the elements and issues of technology transfer. (MSE)

ED 187 196 HE 012 614

A Study of a Simulation Modeling Approach to Planning for Non-Traditional Education Programs.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date- 80

Note-82p.; Best copy available.

Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 ($10.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bachelors Degrees, Case Studies, College Applicants, College Planning, Doctoral Programs, Educational Economics, Expenditures, *External Degree Programs, Faculty Workload, Higher Education, High Schools, Income, Masters Programs, Models, *Nontraditional Education, *Open Universities, Postsecondary Education, *Program Development, Secondary Education, *Simulation

Identifiers-Central Michigan University, Florida International University, Loretto Heights College CO, State University of New York Empire State College

The anticipated growth of nontraditional education programs in higher education and the recognized need to carefully evaluate the potential economic impact of such programs inspired this study to: (1) evaluate the economics of five varied nontraditional institutions; (2) assist each of the traditional and nontraditional institutions participating in the study to enhance their own planning capabilities; (3) increase the body of knowledge on the economics of nontraditional education; and (4) report planning approaches, thereby assisting other institutions that may be planning the development of such programs. The five programs examined are: Florida International University's external degree program, Loretto Heights College (Colorado) University Without Walls, the Urban Regional Learning Center, Central Michigan University's Institute for Personal and Career Development, and Empire State College (New York). The programs are outlined and described, and data are presented in tables on program applicants for the past several years, staff at all program levels, staff time allocation (admission, assessment, advising, institutional development, and administration), and program revenues and expenses at each program level for recent years. In a final chapter the overall results of the economic study are briefly outlined. (MSE)

ED 187 197 HE 012 615

Strauss, Marvin

University Without Walls External Degree Program. Final Report.

Cincinnati Univ., Ohio.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.-HRP-0902108
Pub Date- 79
Contract-N01-MB-44178
Note-46p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Allied Health Occupations Education, College Credits, College Planning, College Students, Competency Based Education, Course Descriptions, Educational Quality, Educational Television, *External Degree Programs, *Health Personnel, Higher Education, *Individualized Instruction, Nontraditional Education, *Open Universities, Program Costs, Program Evaluation, Student Characteristics, Summer Programs

Identifiers-*University of Cincinnati OH

In 1967 the University of Cincinnati initiated one of the first graduate programs in health planning to provide qualified professionals to staff health planning agencies. In 1974 the university began to develop an external degree program to meet the needs of employed health personnel. The program incorporates individualized, self-paced, student-directed learning toward competency goals. Enrollment is in geographic clusters for regular meetings. The curriculum includes a 36-credit core 14 credits in electives, a 9-credit Comprehensive Action Plan (field experience), and one credit for designing the individual program. More than 200 students are enrolled, 43 percent women, 14 percent minority group members. All are employed full-time. The elements and concerns of the program are briefly described: the learning resource (curriculum) units, telecommunications, intensive summer institute, quality assurance, costs and benefits, observations during the first few years, and program potential. A program evaluation by Mary Stefl looks at student characteristics, quality issues, program impact, special problems for nonresidential students, and future evaluation efforts. Tables provide data on students (sex, ethnic background, number with advanced degrees, employment status and type, enrollment trends, enrollment and program level, progress rates), completed Comprehensive Action Projects, and learning resource units offered. Descriptions of available learning resource units are appended. (MSE)

ED 187 198   HE 012 620

Williams, Donald T., Jr.

Efficiency and the Rise of State Coordinating Boards for Higher Education 1905-1945. ASHE Annual Meeting 1980 Paper.

Pub Date-5 Mar 80

Note-32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability, Board of Education Role, Centralization, Coordination, Cost Effectiveness, *Educational Assessment, *Educational History, Efficiency, Federal Government, Government Role, *Higher Education, Productivity, Resource Allocation, State Boards of Education, State Colleges, *Statewide Planning

Identifiers-*ASHE Annual Meeting 1980

Developments in American higher education from 1905-1945 to increase efficiency and coordination are discussed. Data were collected on the costs of instruction, utilization of facilities, and the distribution of faculty time in order to find ways to reduce wastage and increase efficiency. A certain amount of this wastage resulted from competition between rival institutions within the state systems of higher education. Leaders in the federal and state governments supported data gathering activities of the efficiency experts. Developments toward centralization increased early in 1930 but subsided after 1945, during which a more voluntary approach to coordination prevailed. Taylor's approach to scientific management, which caught attention in the business world, was applied to education in the early 1900's. Many educators of this period were interested in making their work more scientific. The efforts of Elwood P. Cubberley, E. C. Elliott, Henry Suzzallo, E. B. Stevens, Samuel P. Capen, and others to make educational administration more efficient or scientific are documented. The move toward the more centralized coordination of higher education also contributed to the efficiency movement in higher education. The duplication of courses, facilities, and staff which led to the rivalries among schools, which in turn led state officials to form coordinating boards, could best be studied by using the cost accounting procedures of the efficiency experts. The role played by federal officials and the developments in some specific states are covered. (SW)

ED 187 199 HE 012 621

Cleary, Robert E.

Institutional Factors Affecting Trustee-President Authority Relations. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80

Note-38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980). Two pages of the appendices may not reproduce well.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, *Board Administrator Relationship, College Administration, *College Presidents, *Educational Policy, Financial Policy, Governance, Governing Boards, Higher Education, Interprofessional Relationship, Policy Formation, *Private Colleges, School Size, *State Colleges, *Trustees

Identifiers-*ASHE Annual Meeting 1980

A study was conducted to isolate academic, financial, and social policy areas on which there was agreement/disagreement on the appropriate division of authority between college trustees and college presidents. Additional objectives were to examine the views of trustees and presidents concerning the policy and administrative aspects of these issues, and evolve recommendations for trustees and presidents that might aid them in the development of more cooperative working relationships. Responses to a 16-item questionnaire completed by 61 college and university board chairmen and 60 presidents indicate that trustees play a stronger role in institutional decisions in small private colleges with large boards and a lesser role in large public institutions with small boards, especially if the latter are community colleges or have a new president. The comments of respondents signify that conclusions about institutional factors affecting board-president relations must be set in a framework that considers personality and the need for mutual trust and respect between the board chairman and the president. (SW)

ED 187 200 HE 012 622

Roemer, Robert E.

Vocationalism in Higher Education: Explanations from Social Theory. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80
Note-20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, College Students, Educational Benefits, Educational History, *Education Work Relationship, *Higher Education, *Role Theory, Social Status, Social Stratification, *Social Structure, Student Educational Objectives, Theories, *Vocational Interests
Identifiers-*ASHE Annual Meeting 1980

Three social theories (status-competition theory, functionalism, and legitimation theory) are considered as explanations of a growing vocationalism in higher education. Vocationalism is used to refer to an increasing interest among undergraduate students in pursuing studies that lead directly to occupational competence. Status-competition theory is thought to plausibly explain the growth of higher education and the status it imparts, but it does not explain the growth of vocationalism in higher education. It is claimed that a version of functionalism proposed by Talcott Parsons and Gerald M. Platt does not make a simple connection between occupational performance and educational preparation. According to this version of functionalism, the growth of higher education is not to be explained by the economic benefits that come from knowledge, and yet this theory explains the growing interest in occupationally relevant knowledge by the increased professionalization of occupational roles. The basic claim of legitimation theory is that the schools alter the social structure itself. Education is thought to expand the sources of cultural authority and in so doing creates new sets of specialized social positions. The second effect of education on social structure is that educational institutions designate the persons who are qualified to act as experts. New knowledge makes possible new expertise and new expertise expands the realm of professional practice. In this way educational institutions are thought to be in a position to create new professions. (SW)

ED 187 201 HE 012 623

Dumont, Richard G.

State-wide Goals and the University: A Pilot Project in Performance Funding. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80

Note-34p.; Paper presented to the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Standards, Accountability, *Educational Assessment, Educational Finance, Educational Quality, Evaluation Criteria, *Financial Policy, Government School Relationship, Higher Education, Institutional Evaluation, Performance, *Resource Allocation, School Funds, *State Aid, State Standards, *State Universities

Identifiers-*ASHE Annual Meeting 1980, Performance Funding, *Tennessee, Tennessee Technological University

A pilot project in performance funding at Tennessee Tech University is described. The pilot project was part of a statewide Performance Funding Project'' sponsored by the Tennessee Higher Education Commission (THEC). The Performance Funding Project was designed to improve the formula appropriations process by determining the feasibility of allocating some portion of state funds to community colleges and universities on a performance effectiveness criterion as compared to the current credit hour and enrollment criteria. The focus was upon instructional goals only with concern with institution-wide goals, rather than with the instructional goals of particular programs, departments, or colleges. Performance contracts between the university and the THEC itemized institutional obligations to identify/develop goals and associated performance indicators provide evidence of representative faculty involvement in developing goals and indicators, gather and report data on the indicators, and the like. A chronologically organized summary of the execution of the pilot project at Tennessee Tech University is presented. A discussion of some of the factors responsible for the degree of success achieved is included. (SW)

Bogue, E. Grady

Recognizing and Rewarding Instructional Performance with State Fiscal Policy. ASHE Annual Meeting 1980 Paper.

Pub Date-5 Mar 80
Note-15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Accountability, *Educational Assessment, Educational Finance, Educational Quality, *Evaluation Criteria, *Financial Policy, Government School Relationship, Higher Education, Institutional Evaluation, Performance, *Resource Allocation, School Funds, Self Evaluation (Groups), *State Aid, State Colleges, State Standards, Student Attitudes, Student Evaluation, Student Reaction
Identifiers-*ASHE Annual Meeting 1980, Performance Funding, *Tennessee

A performance funding policy adopted in Tennessee in 1979, which recognizes and rewards instructional performance through the state funding formula, is described. The schedule permits institutions to earn an additional 2 percent of their educational and general appropriations based on an evaluation of institutional instructional performance on five performance variables. The variables are as follows: proportion of eligible academic programs accredited; performance of graduates on measures of general education and specialized field outcomes; evaluation of institutional programs by enrolled students, recent alumni, and community employer representatives; and peer evaluation of academic programs. An institution could earn a maximum of 20 points on each variable, for a total award of 100 points. In the fall of 1979, 23 public institutions submitted performance data on these five variables; the total performance scores ranged from a low of 0 to a high of 67. In adopting this instructional evaluation schedule, the Tennessee Higher Education Commission requested about $2 million more from the state than it would have without the adoption of that schedule. The formula recommendation was approximately 95 percent funded. The performance standards for the first four variables have been improved and strengthened and the peer evaluation variable'' has been replaced with a variable emphasizing evaluation planning. Some notes on the origins of the policy and the concerns encountered in its implementation are included. (SW)

ED 187 203 HE 012 625

Spitzberg, Irving J., Jr.

Universities as Transnational Political Actors: Interdependence and Autonomy. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80
Note-38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Role, Educational Philosophy, *Higher Education, *Institutional Autonomy, *International Relations, *Political Issues, Politics, Power Structure, *Public Policy
Identifiers-*ASHE Annual Meeting 1980

A tentative conceptual framework for understanding the transnational political role of universities is presented. This framework categorizes university participation in a large international political system and an important international knowledge system that is part of the larger and interactive: the institutional, local/national, and international levels. This conceptual framework allows one to examine issues of interdependence and autonomy in a way that illuminates the conflict between these two characteristics. It also suggests the importance of patterns of domination through interdependence in order to understand the dynamics of maintaining institutional autonomy as a political goal. The conceptual framework and concern with interdependence and autonomy led to a research agenda that emphasizes the development of aggregate data and explanations informed by a number of case studies using holistic methods. (Author/SW)

ED 187 204 HE 012 626

Quigley, Martin S.

Origins and Missions of Two Early Land-Grant Colleges: Georgetown University and George Washington University. ASHE Annual Meeting 1980 Paper.

Pub Date-5 Mar 80

Note-30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980). Seven pages of the appended charters may not reproduce well.

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Catholic Schools, Church Related Colleges, College Role, *Educational History, Federal Government, Government Role, *Government School Relationship, Higher Education, Land Grant Universities, *Private Colleges

Identifiers-*ASHE Annual Meeting 1980, Georgetown University DC, *George Washington University DC

The founding and missions of Georgetown University and George Washington University, two early land-grant colleges, are considered. The account is based partially on standard histories of the colleges, and other information comes from Congressional Records. Some

understanding of why Congress took an interest in the founding and survival of Georgetown and Columbia (George Washington) Colleges may be gained by a realization of the strong pressures for a national university. Georgetown College was established in 1789, one year before the Act providing for a federal territory for the central government passed the Congress. Columbia College was established in 1821. Both colleges sought financial help from the federal government to carry out their educational missions. The major grants were in the form of city lots in the District of Columbia. At the time of chartering of the colleges, Congress made sure that there was access without religious bars. Georgetown's failure to receive full benefits from the land grant is considered. Charters of the colleges are appended. (SW)

ED 187 205 HE 012 627

Jones, David R.

The Foundations of English Redbrick'': Who Contributed, Who Attended, and Why. ASHE Annual Meeting 1980 Paper.

Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Pub Date-Mar 80

Note-27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980).

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Role, Cultural Influences, Educational Change, *Educational History, *Educational Opportunities, Foreign Countries, *Higher Education, *Middle Class Culture, Social Influences, Socioeconomic Influences, Trend Analysis

Identifiers-*ASHE Annual Meeting 1980, *England, Wales

The foundation and development between 1850 and 1900 of English redbrick'' colleges, also referred to as civic universities, are considered. Colleges were successfully established in Manchester, Leeds, Liverpool, and other cities. The history of these colleges is considered in order to provide tentative conclusions about the origins of civic universities. The civic universities are thought to be the outcome of a well-developed provincial culture created largely by a newly risen middle class. Mercantile and commercial wealth combined with social, cultural, and economic interests to create a way of life and thought distinctly different from that of an older elite tied to the land, the past, and London. Its intellectual and educational aspects incorporated both the persons and the studies of the ancient universities and the traditional classical-liberal culture. The new curricula of the civic colleges, and much of their attitudes toward research, scholarship, clientele, and purpose were accepted by all twentieth century universities. (SW)

ED 187 206 HE 012 628

Eveslage, Sonja A.

Implementing an Innovation in Higher Education: A Multi-Perspective Analysis. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80
Note-35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Decision Making, Delivery Systems, Educational Assessment, *Educational Innovation, Educational Policy, *External Degree Programs, Higher Education, Models, Organizational Change, Political Science, *Program Implementation, State Boards of Education, *State Universities, Student Characteristics, Systems Approach
Identifiers-*ASHE Annual Meeting 1980, *Minnesota

This case study describes the introduction and consideration of a state board staff proposal that the more traditional Minnesota State Universities adopt external degree programs. A model for making practices congruent with policy decisions is presented. The process of examining the external degree proposal, beginning with the state board actions and later the campus activities, is detailed. The examination process at each of the four institutions had different outcomes. To summarize the major outcomes and facilitate comparison, the categories of perception, policies, and practices are summarized. Tables are presented that list by institution general impressions, policies, and practices on the four major characteristics addressed by the state board office proposal: substance, delivery, evaluation, and clientele. Data from the institutions are analyzed on a systems level, using a political systems approach. The internal processes are analyzed using a synthesis of diffusion, organizational development, and community power models. Hypotheses that will assist in specifying the variables affecting implementation of administratively initiated innovations are presented. (SW)

ED 187 207 HE 012 629

Pfnister, Allan O.

Development of the American System of Higher Education: The Two-Sector Theory. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80

Note-33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Role, Colonial History (United States), *Educational History, *Government School Relationship, *Higher Education, *Private Colleges, *State Colleges, State Government, Trend Analysis

Identifiers-*ASHE Annual Meeting 1980

The evolution of the two-sector theory of public and private colleges in the American system of higher education is discussed. The analysis covers developments from the colonial period to the present. The granting of a charter to the college and creation of a board of trustees were critical moves that signified the mixed public/private nature of the college. The alliances between government and colleges that had developed during the colonial period continued into the national period. The efforts of the states to become more directly involved in the management of the established institutions and the efforts to develop new state or public institutions are considered. The role of colleges as the colonies established themselves as states and wrote new constitutions is examined. During the second quarter of the nineteenth century the two sectors began to take on identifiable characteristics. The several states had created literary funds,'' in large part as a result of the federal land grants, and older colleges competed with common schools for state monies. Other colleges were also being established, both independent and state-linked. Demands were also growing for education emphasizing the practical and less on the classics that still dominated the older colleges. Distinctions between public and private sectors increased in particular in the last quarter of the nineteenth century. Developments in specific states, including the role of the state in higher education, are traced. It is suggested that a diversity of institutions is important in the United States. (SW)

ED 187 208 HE 012 630

Tierney, Michael L.

Student College Choice Sets: Toward an Empirical Characterization. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80

Note-24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Applicants, *College Bound Students, *College Choice, College Environment, *Decision Making, Higher Education, *Institutional Characteristics, *Socioeconomic Status

Identifiers-*ASHE Annual Meeting 1980, Pennsylvania

The nature of student college choice sets was studied. The characteristics of institutions that are assumed to be central to students' application decisions were identified, and students were grouped according to similarity in the types of institutions to which they sent their test scores. Data on 627 students were analyzed by a mode, cluster analytic procedure. The data base was created by merging the American College Testing program and the Educational Testing Service files for students matriculating in the fall of 1975. This data base includes almost 100 percent of the Pennsylvania residents who planned to attend a four-year, degree-granting institution. Two samples of students were selected based upon the socioeconomic characteristics of their residences. One group was drawn from a high socioeconomic area in the Philadelphia metropolitan area, and the second group was selected from a low socioeconomic area in northeastern Pennsylvania. The results indicate that students can be grouped according to their similarity in the types of institutions to which they sent thier test scores. The types of institutions to which students sent their test scores were substantially different according to whether the student was from a low or high socioeconomic status community. (SW)

ED 187 209 HE 012 631

Morgan, David M.

The Re-Emergence of State Postsecondary and Higher Education Goals. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, Educational Assessment, *Educational Objectives, *Higher Education, *Postsecondary Education, State Programs, *Statewide Planning

Identifiers-*ASHE Annual Meeting 1980, *Georgia

The need for goals in postsecondary and higher education is discussed. It is suggested that the development of statewide goals can serve as a means of making postsecondary education accountable to the public without resort to increased control and regulation. The process being used in Georgia to develop statewide goals for postsecondary education, and problems that have been encountered, are considered. During the past two decades several efforts were made to develop goals at national and regional levels. Because the bulk of the control and funding of postsecondary education is at the state level, it is at that level that goals can have their greatest impact. It is claimed that the emphasis on goal setting has not led to clear definition of purposes, processes, and results of higher and postsecondary education. In Georgia a step-by step process has been followed that began with the development of goals and objectives, has moved to the identification of indicators, and will continue on to assessment, recommendations, and public reporting.

Details of the process are presented. A list of states and the status of their goal development activities is included. (SW)

ED 187 210 HE 012 632

Thelin, John R.

Gilt by Association: Symbols and Categories of Institutional Prestige in Higher Education. ASHE Annual Meeting 1980 Paper.

Pub Date-4 Mar 80

Note-12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, College Role, Colleges, Comparative Analysis, *Educational History, *Higher Education, *Institutional Characteristics, Private Colleges, Private Education, Public Education, *Reputation, *State Universities, Status, Universities

Identifiers-*ASHE Annual Meeting 1980

Case studies and historical notes are presented to suggest that the seemingly clear and familiar categories (including college,'' university,'' public,'' and private'') carry legacies of complicated origins and connotations. According to conventional wisdom and popular belief, the typical state university is characterized by the following: community service, state pride, extension programs, applied studies and research, tax-supported funding, low or no tuition, secular education, open admission and access, and egalitarian composition. Careful historical study indicates that these features were introduced and/or developed in what has been called private'' or independent'' campuses. There has been no convincing historical connection between popular interest, public support, or state approval of proposals for a state university whose educational mission was in areas of utilitarian studies and services during the nineteenth century. The state university'' has been thought to promote popular education by accommodating large numbers of students. An analysis during the 1880s found that two-thirds of the largest 26 American campuses were private colleges. Technical and scientific schools were often started via bequests and donations from private donors. The implication is that despite the tendency to view private-public dichotomies, American campuses were often acquiring a hybrid curricular and financial arrangement. Implications of these issues for the present are briefly noted. (SW)

ED 187 211 HE 012 633

Estler, Suzanne

Systematic Analysis and University Decision Making: The Case of Sexual Equity. ASHE Annual Meeting 1980 Paper.

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Rank (Professional), Case Studies, *College Faculty, *Decision Making, Employed Women, *Females, Higher Education, Librarians, Management Systems, Organizational Change, Research Methodology, Salaries, *Sex Discrimination, *Systems Analysis

Identifiers-*ASHE Annual Meeting 1980

The consequences of using analytic methods usually associated with rational management for university decision-making related to sexual equity are examined. The research consists of two case studies concerning faculty appointments and nonteaching professional staff salaries. The concern is with how long-standing situations come to be seen as organizational problems, the use of quantitative tools to infer the presence or absence of equity in the situation, and the impact of these processes on organizational decision-making. This study is designed to add to the literature related to systematic analysis by looking at a setting and an issue characterized by a great deal of ambiguity. The first case reviews the development of a pool model to analyze sexual equity and surrounding events related to the appointment of faculty from the late sixties until 1976. The second case focuses on the use of a regression model for assessing equity in librarian salaries. It is concluded that ultimately the effectiveness of rational analysis, although associated with hard technology, is dependent on an interplay of human values and beliefs, organizational structure and norms, external influences, and unpredicted events. Short-range and long-range strategies that may improve the ability of management to promote organizational changes increasing equity in employment opportunity and rewards on the campus are listed. (SW)

Helms, Lelia B. And Others
Describing Curriculum Reform: Educational Theory and the Political Process. ASHE Annual Meeting 1980 Paper.
Pub Date-Mar 80
Note-36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 4-5, 1980). Two pages will not reproduce due to small print.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Curriculum, Decision Making, Educational Objectives, Higher Education, Models, *Organizational Theories,

*Policy Formation, Problem Solving
Identifiers-*ASHE Annual Meeting 1980

The relationship between the content and the context of curriculum was explored by applying basic concepts and approaches from the fields of policy analysis and organization theory. A chronology of the policy formation stage in which the University of Iowa developed its recommendations for curriculum revision is presented. The format indicates major problems considered, key participants, decisions reached, and external contributing influences. An analysis of the participants in the process, their backgrounds, experience, theories of curriculum, the changes actually recommended, and their impact in redistributing advantages and disadvantages among departments is included. Findings suggest that in the stage of curriculum formulation, goals appear to have limited influence upon policy recommendations. Decisions on goals seem to be avoided, and agreement is focused on procedures. However, the third phase of curriculum policy-making, that of adoption, may address the question of goals. It is concluded that the application of a policy analysis model facilitates analysis of sequence and timing in the relationship between theory and design in curriculum, and it provides a useful framework for examining the relationship between the content and context of curriculum. (SW)

ED 187 213 HE 012 642

Virasai, Banphot, Ed.

Higher Education in Southeast Asia in the Next Decade. Proceedings of the Joint RIHED and ICED-HED Seminar (Singapore, May 29-31, 1976).

Regional Inst. of Higher Education and Development, Singapore.

Pub Date-77

Note-99p.; For related document see HE 012 643

Available from-Regional Institute of Higher Education and Development, 15, Grange Rd., Singapore 0923, Republic of Singapore ($6.00)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Freedom, Asian History, College Planning, *College Role, Cultural Influences, Cultural Pluralism, Educational Change, Educational Development, Educational Policy, *Educational Trends, *Foreign Countries, Futures (of Society), *Government School Relationship, *Higher Education, Political Influences, Rural Areas, Social Change, Socioeconomic Influences, Trend Analysis

Identifiers-*Asia (Southeast), Indonesia, Malaysia, Philippines, Singapore, Thailand

Papers and summaries of discussions from an international seminar on higher education in Southeast Asia in the next decade are presented. The seminar had the following three principal objectives: (1) to critically examine the state of higher education in Southeast Asia against socioeconomic and political realities; (2) to discuss problems and development potentials of higher education in the region in the next decade; and (3) to suggest future roles and orientations of higher education in the region. After the opening address by Makaminan Makagiansar, the following papers are presented: Higher Education Development in the Past Decade,'' by Howard Hayden; Higher Education in Southeast Asia: Development and Prospects,'' by Ruth Wong; Higher Education and Cultural Development,'' by Ungku A. Ariz; and Higher Education for Development: Findings of Case Studies,'' by Sippanondha Ketudat. Appendices include the following: Higher Education and National Development: Asian Regional Report,'' a program of the seminar, and a list of participants. (SW)

ED 187 214 HE 012 646

Kelner, Joseph Munves, James

The Kent State Coverup.

Pub Date-28 May 80

Note-305p.

Available from-Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, NY 10022 ($15.00)

Pub Type- Historical Materials (060) - Books (010)

Document Not Available from EDRS.

Descriptors-*Activism, Administrator Responsibility, Administrator Role, Armed Forces, *College Students, *Court Litigation, *Demonstrations (Civil), Dissent, Government Role, Government School Relationship, *Justice, Lawyers, Legal Problems, Legal Responsibility, School Boycotts, Student Alienation, Student College Relationship, *Student Rights, Violence

Identifiers-*Kent State University OH

A definitive account of the May 4, 1970 Kent State shootings and the trial that followed is presented by the lawyer who served as chief counsel for the 13 victims. Part One, The Long Road to the Cleveland Courthouse,'' provides all the information on the victims, the shootings, and preparation for the trial. Part Two, At Last, Our Day in Court,'' describes the case presented by the victims' lawyers, which took more than 10 weeks of trial and involved 69 witnesses. Part Three presents the defense case, which took five days and involved 18 witnesses. In Part Four, Summing Up an American Tragedy,'' the rebuttal by the lawyers for the prosecution, the closing remarks, and the judge's instructions to the jury are examined. The final part reveals the verdict of the jury which acquitted Governor Rhodes, the Ohio National Guard, and the former President of Kent State University of charges brought against them. It is suggested that there was a payoff and cover-up to prevent the truth from surfacing about the killings. Provided are a chronology of the events and a list of all characters involved in the incident. Appendices include the Ohio National Guard Call-outs, 1963-1973, OPLANZ, Ohio National Guard (Revised May 16, 1969), and logs of the Kent State Criminal Litigation. Pictures taken at the shooting and during the trial, source notes, and an index are also included. (LC)

ED 187 215 HE 012 647

Maes, Nancy

Re-Entry: A Handbook for Adult Women Students.

Northwestern Univ., Evanston, Ill. Program on Women.

Spons Agency-Chicago Community Trust, Ill.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Note-26p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Adult Students, Community Resources, *Females, Flexible Scheduling, Guides, Higher Education, Interviews, Nontraditional Students, Private Colleges, *Reentry Students, Student Needs, *Student Recruitment, *Womens Education

Identifiers-*Northwestern University IL, Time Management

A handbook of practical advice is offered to adult women who are re-entering undergraduate and graduate programs at Northwestern University and similar institutions of higher education. Interviews with 60 re-entry women'' provide helpful suggestions for organizing time inside and outside the university while balancing other relationships and responsibilities with academic demands. The majority of re-entry women manage a household and care for a family while pursuing a university career. Priorities often need to be reshuffled when adult women return to the university, and time management techniques become crucial in negotiating compromises with husbands, children, friends and relatives. Within the university, adult women students can find useful information on selecting classes, university publications, faculty advice, student responses, scheduling classes, registration, study habits, career counseling, financial aid, discrimination, and relationships with students and faculty. The text is sprinkled with sections titled NU NOTES, which offer practical details specific to the Northwestern University campus. A brief final section on Making the System Work For You'' counsels adult women students to seek help and advice from professors and younger students rather than feeling isolated because of their age. A short bibliography is included. (DC)

ED 187 216 HE 012 648

Fox, Karen F. A.

Attracting a New Market to Northwestern's Undergraduate Programs: Older Women Living on the North Shore.

Northwestern Univ., Evanston, Ill. Program on Women.
Pub Date-May 79
Note-60p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Admission Criteria, Adult Education, Adults, Community Resources, Demography, Feasibility Studies, *Females, Higher Education, *Marketing, Private Colleges, *Reentry Students, *Student Recruitment, *Undergraduate Study, *Womens Education
Identifiers-*Northwestern University IL

Women over age 25 represent a substantial age group that may be recruited to bolster undergraduate student recruitment efforts at Northwestern University and similar institutions of higher education. By 1990, the number of recruitable 18-year-olds will fall by 20 percent nationwide, causing financial hardship for many private colleges and universities that do not actively recruit older students as well. Ten percent of the approximately 140,000 women over 25 living on the North Shore of Lake Michigan are singled out as a major target group for recruiting by Northwestern University because of various demographic, economic, technological, political/legal and cultural factors. The barriers older women perceive in a youth-oriented student environment are explained, and there is a brief history given of past efforts to recruit older women into other institutions offering extension courses and adult education programs. Future undergraduate recruitment efforts at Northwestern University should encourage older students to apply by creating a primary demand for undergraduate education at all age levels. Pre-application, pre-admission and post-admission policies and educational literature can be easily modified to accommodate the needs of older women. A number of short-range and long-range marketing plans are also suggested that will attract older students back to college, particularly older women. A bibliography is appended, along with lists of local sources and persons interviewed. (DC)

ED 187 217 HE 012 652

Kauffman, Joseph F.

At the Pleasure of the Board. The Service of the College and University President.

Pub Date-80

Note-122p.

Available from-American Council on Education, One Dupont Circle, Washington, DC 20036

Pub Type- Reports - Descriptive (141) - Books (010)

Document Not Available from EDRS.

Descriptors-Administrator Evaluation, *Administrator Role, *Administrator Selection, *Board Administrator Relationship, College Administration, *College Presidents, Governance, Governing Boards, Higher Education, *Leadership Qualities, Leadership Responsibility, Leadership Styles, Trustees

The role of the college and university president is examined, including myths, expectations, and realities of the presidency. Data are gathered from research studies, interviews with many presidents, and the author's personal experience as a college president. Among the issues discussed are presidential selection and evaluation, the relationship between the governing board and the president, problems of leadership in multicampus systems, collective bargaining, and the personal side of the presidency. Specific chapters deal with these issues as well as: the college presidency yesterday and today; the new college president; the president and governance; assessing presidential effectiveness; and the president and educational leadership. Several requirements for effective leadership for higher education are offered such as political effectiveness, visible leadership, the ability to teach the public, and a sense of service to the human spirit. (LC)

ED 187 218 HE 012 653

Johns, Yvonne

A Survey of Older Women As Candidates for Re-Entry at Northwestern University.

Northwestern Univ., Evanston, Ill. Program on Women.
Spons Agency-Chicago Community Trust, Ill.
Pub Date-Oct 79
Note-100p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Adult Students, Community Attitudes, *Females, Financial Needs, Flexible Scheduling, Higher Education, Nontraditional Students, Part Time Students, Questionnaires, *Reentry Students, *Student Attitudes, *Student College Relationship, *Student Recruitment, Undergraduate Study, Voluntary Agencies, *Womens Education
Identifiers-*Northwestern University IL

A survey of 7,500 older women living within commuting distance of Northwestern University was conducted to find possible candidates for a baccalaureate degree who had thought about returning to school. Women who belonged to volunteer organizations were sent a questionnaire asking about their educational achievements, future plans, and perceptions of Northwestern University. Of the 329 respondents who were interested in completing the undergraduate degree, 72 percent wanted to complete their education at Northwestern University but felt they could not do so because the university did not allow part-time study. Regardless of their own age, most respondents insisted upon the opportunity to take part-time classes under unit tuition and/or financial aid programs rather than give up their commitments as wives, mothers, and community volunteers. Data were also gathered on transfer student potential, barriers for returning, need for returning students programs, and interest in second baccalaureate and graduate degrees among the respondents surveyed. Qualitative survey findings revealed that older women were angry and frustrated that Northwestern University had not made them feel welcome with flexible scheduling and part-time classes in a returning students program for older students. Appendices include a list of volunteer organizations surveyed and detailed questionnaire findings and materials. (DC)

ED 187 219 HE 012 663

Friesen, John W., Ed. Carson, Robert B., Ed.

Higher Education: Beacon or Mirror. Proceedings of the Annual Pacific Northwest Conference on Higher Education (40th, University of Calgary, September 21-21, 1978).

Pacific Northwest Conference on Higher Education.
Pub Date-Apr 80
Note-97p.
Available from-Oregon State University Press, 101 Waldo Hall, Oregon State University, Corvallis, OR 97331 ($4.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Accountability, College Administration, *College Instruction, *College Role, Educational Change, Educational History, Educational Improvement, Educational Objectives, *Higher Education, Institutional Evaluation, Remedial Instruction, *Research, Teaching (Occupation), Writing Skills
Identifiers-Institutional Renewal, Mission Statements

The proceedings include conference welcomes by Leon R. McCarrey and Peter J. Krueger, six papers, a list of conference participants, and proceedings of previous meetings. Higher Education: Beacon or Mirror,'' by Keith Goldhammer, traces the history of higher education and its purposes, calling for renewed efforts to increase its quality and scope by redefining mission, retraining personnel, broadening activities, and strengthening accountability. Cast One Vote for the Beacon,'' by Ernest R. Rowe, encourages the development of institutional mission statements. Mirror, Mirror on the Wall,'' by Walter H. Worth, discusses student writing problems and suggests conscious reform efforts. In Higher Education: Barriers for the Beacon and Mirror Factors,'' John Eddy stresses the need for educational equity, access, and humanistic education. Higher Education: Beacon or Mirror A Response from the Public Education Sector,'' by R. J. Leskiw, places responsibility for basic and applied research on the university and expresses the need to elevate the profession of teaching. In Institutional Renewal: A Planning Mechanism for the 1980's,'' Abram G. Konrad suggests a formulation of administrative principles within each institution as a means of assuring successful renewal efforts. (MSE)

ED 187 220 HE 012 669

Linney, Thomas J.

Professional Management and Academic Planning: Some Recent Considerations. AAHE-ERIC/Higher Education Research Currents, May 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 80

Contract-400-77-0073

Note-5p.

Available from-Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($0.40)

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, *College Administration, College Faculty, *College Planning, Conflict Resolution, Cost Effectiveness, *Decision Making, Enrollment Projections, Governance, *Higher Education, *Long Range Planning, Management Systems, Models, Prediction, Productivity, Retrenchment

The increasing complexity of management and planning within institutions of higher education has fostered the development of more sophisticated theories of management in higher education. Such complexity has also encouraged the development of a number of academic planning tools and models to aid administrators in management through access to data and projections of the consequences of their decisions. The use of such models and the need for increasingly sophisticated planning seems bound to increase if institutional vitality is to be insured in a period of reduced resources. Such management complexity increases the specialized skills required to manage institutions and seems likely to result in additional conflicts between administrators and faculty over governance issues. Academic planning does not produce solutions to all the problems that confront institutions, especially those that relate to social issues such as access and sexual equality. Yet by understanding the complexities of academic management and by the ability of academic planning to provide a means for the development of incremental change reflecting the concerns of the university community, an arena for the resolution of conflict within the university can be established. It is toward such ends that academic planning and academic management must strive. (Author/MSE)

ED 187 221 HE 012 670

Mayville, William V.

Federal Influence on Higher Education Curricula. AAHE-ERIC/Higher Education Research Report No. 1, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-400-77-0073

Note-63p.

Available from-Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($3.00 members, $4.00 nonmembers)

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Curriculum, Educational Change, Educational Innovation, Enrollment Trends, *Federal Government, Federal Legislation, Federal Programs, Federal Regulation, Futures (of Society), General Education, *Government Role, *Government School Relationship, *Higher Education, Innovation, Intellectual Disciplines, Majors (Students), Undergraduate Study, Vocational Education

Federal action that has influenced, either directly or indirectly, the curriculum of higher education is examined. The purpose is to better comprehend the process by which educational policy decisions are reached by the government and what institutions of higher education have to do with this process. A review of recent federal funding programs in relation to degree expectation by field and level (in 1975-76 and projected to 1985-86) shows a positive correlation between fields receiving significant federal support and tendency of students to choose those fields, as well as a decline in students majoring in selected fields that lack federal support. It is noted that the federal government is increasingly considered the major spur to educational innovation, although funding levels for innovation in nonscientific fields and for encouraging institutional diversity are extremely low. A result has been the compelling vocational thrust of the contemporary undergraduate curriculum in private and public institutions, and, unintentionally, a decline in general education. Several recommendations are offered, including that: (1) there is a need for federal policy initiatives to be developed regarding the impact of federal funding on college and university curricula, and (2) institutions of higher education should evaluate whether they are relying too heavily on federal initiatives to define their educational mission. (Author/MSE)

Institutional Research and Creative Change. Papers from the Annual Meeting of the North East Association for Institutional Research (6th, Cooperstown, New York, October 14-16, 1979).

North East Association for Institutional Research.

Pub Date-79

Note-367p.; For related documents see ED 126 818, ED 145 773, ED 156 058, ED 174 163.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Budgeting, *College Admission, College Applicants, College Choice, *College Faculty, *College Planning, Cost Effectiveness, Dropouts, Educational Change, Enrollment, Faculty College Relationship, Faculty Workload, Feasibility Studies, Grade Inflation, *Higher Education, Information Systems, *Institutional Research, Marketing, Models, Research Utilization, Student Attrition, Student Financial Aid, Trend Analysis

Identifiers-Boston College MA, Economic Impact

Papers from the 1979 annual meeting of the North East Association for Institutional Research are presented. The theme of the conference was institutional research and creative change. Part One, Budget/Cost Analysis, contains papers on academic income-cost models for institutional planning, a budget incentive factor within declining enrollments, energy conservation techniques, and instructional cost analysis at a small college. Part Two on Planning presents five papers concerning areas such as creative change through cooperation, long-range planning, the use and misuse of systems approaches, and planning support systems. Part Three, Faculty, examines: faculty resource allocation, software approach to instruction, and faculty goals and activities. Part Four, College/University Community and Institutional Research, contains five papers dealing with areas such as grade inflation, the quality of student life, college attrition, and institutional research at a community college. Part Five, Admissions/Enrollment/Financial Aid, examines tools for marketing management and enrollment trends, factors affecting freshman applicants, and college choice. The final section, Managing Student Enrollment: The Boston College Story, examines information systems, admission processes, financial aid and student attrition as it applies to Boston College. The appendix provides a copy of the conference program. (LC)

ED 187 223 HE 012 684

Fidler, Paul P.

Profile of U.S.C. Entering Freshmen, Fall 1979. Research Notes No. 37-80.

South Carolina Univ., Columbia. Career Planning and Placement Center.

Pub Date-80

Note-41p.

Available from-Career Planning and Placement Center, University of South Carolina, Columbia, SC 29208

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration, Age, College Choice, *College Freshmen, Comparative Analysis, Dormitories, Family Income, Females, Grade Point Average, Higher Education, Institutional Research, Majors (Students), Males, *National Norms, Place of Residence, Political Attitudes, Racial Distribution, Religion, School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Tables (Data)

Identifiers-*University of South Carolina

A profile of freshmen at the University of South Carolina (USC) was drawn from a survey during the 1979 summer and fall orientation programs. Twelve areas of interest were taken from the results: age, racial background, average grade in high school, highest degree planned, reasons for selecting the college, parental income, probable college major, current religious preference, political orientation, student plans and aspirations, residence during the fall term, and comparison of views on controversial issues. Presented here are some of the data and a comparison of the results with national norms and also by the college of enrollment within the university. Sex differences are reported where they appear to be significant. Data in each of the 12 areas are given in tables with comments following. By comparison with national norms, the USC freshman: generally had lower high school achievement; was more likely to be black; was generally more likely to seek an advanced degree; was more likely to be Protestant or other'' and less likely to be Catholic; was more likely to live in a private home or apartment and less likely to live in a college dormitory; was similar in political orientations, socioeconomic level, and views on controversial issues; and was more likely to be pursuing business administration as a major and less likely to be pursuing professional fields. (MSE)

ED 187 224 HE 012 690

Young, D. Parker Gehring, Donald D.

The College Student and the Courts. Revised Edition.

Pub Date-Aug 77
Note-383p.
Available from-College Administration Publications, P.O. Box 8492, Asheville, NC 28804
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

Document Not Available from EDRS.

Descriptors-Accountability, Admission Criteria, College Administration, *College Students, *Constitutional Law, *Court Litigation, Discriminatory Legislation, *Due Process, Educational Legislation, Equal Protection, Federal Regulation, Government School Relationship, Higher Education, *Legal Responsibility, Student College Relationship, Student Financial Aid, *Student Rights, Tuition

Briefs of selected higher court cases involving student/institutional relationships in Higher Education reported through March 31, 1977 comprised the basic case book. Cases reported after March 31, 1977 are included in monthly supplements. Designed for use by students, faculty, and administrators, the case book responds to the legalistic '60's'' and the present sophistication of students who continue to use the courts to resolve their grievances. Basic information on the coverage of the courts, judicial circuits, Constitutional amendments, and How to Read a Citation'' are included in the introduction. In addition, the introduction includes a general discussion of the First Amendment and the due process and equal protection clauses of the Fourteenth Amendment, and the issues involved with those areas are presented as separate chapters. It is suggested that Chapter I be read as a basis for further study, and includes sections on contractual theory, in loco parentis, relationship between the courts and education, and state action. The remaining chapters are presented alphabetically by the primary issue involved in the case such as admissions, athletics, financial aid, scholastic affairs, sex and race, student organizations, symbolic expression, and tuition. A miscellaneous chapter is included for issues difficult to categorize. Federal regulations affecting student/institutional relationships are combined in an appendix. A glossary and a three-part index are also included, as are The College Student and the Courts'' supplements. (LC)

ED 187 225 HE 012 691

Braskamp, Larry A. And Others

Student Written Comments: Dimensions of Instructional Quality.

Pub Date-Apr 80
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures, College Faculty, College Students, *Course Evaluation, Course Organization, *Faculty Evaluation, Higher Education, *Questioning Techniques, *Questionnaires, *Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Characteristics, Teaching Skills
Identifiers-*University of Illinois Urbana Champaign

In a study at the University of Illinois, student written comments to four open-ended questions in end-of-semester student evaluations of 60 courses from ten different fields, taught by instructors of different ranks, were analyzed and classified into 22 categories. Nearly two-thirds were about the instructor, and one of four comments were on teaching skills, especially the ability to communicate effectively. The next most frequent comment was on knowledge of the field, followed by humanistic and personal characteristics of the instructor. The characteristics that students choose for evaluation differ from those faculty choose; the latter focuses more on course management than on teaching skills or personal qualities. Written comments and objective item responses were found to correlate, although more highly for comments about the instructor than for those about the course. It is suggested that open-ended evaluation questions be used regularly on these questionnaires. A list of references, a frequency distribution chart, and response groupings and correlations are appended. (MSE)

ED 187 226 HE 012 692

Ory, John C. Pieper, David M.

The Influence of Student's Affective Entry on Instructor and Course Evaluations.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Affective Measures, *Bias, College Students, *Course Evaluation, *Expectation, Higher Education, Majors (Students), Pretests Posttests, School Surveys, *Student Attitudes, Student Characteristics, *Student Evaluation of Teacher Performance, Tables (Data)
Identifiers-University of Illinois Urbana Champaign

A study was undertaken in six fall 1978 courses at a large midwestern university to examine possible biasing influences on student ratings of instruction brought about by pre-course expectations of the course. Student and course demographic variables were analyzed as possible determiners of affective entry into the course. These data were examined for influence on student ratings of instruction. It was asked whether or not evaluations are more influenced by student expectations than by student background or course circumstances. Finally, data were examined for bias due to these out-of-class factors versus attitude change due to instruction. It was found that students brought to the courses expectations for and opinions about the instructor and course. These levels of affective entry were created or influenced by several student and course characteristics. Higher grade level students more often brought positive expectations of course and instructor. Electives or courses in the students' major field tended to contain students with high expectations. Pre-course gossip about courses also tended to be more positive than negative. Results suggest that faculty are in greater control of student evaluations than are the pre-course opinions of students or the demographic characteristics of the students or course. A list of references and statistical tables are appended. (MSE)

ED 187 227 HE 012 693

Wise, Steven L. And Others

Alumni Ratings as an Indicator of Departmental Quality.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alumni, Career Guidance, College Students, Cost Effectiveness, Course Evaluation, Course Organization, *Departments, Educational Counseling, Educational Quality, Evaluation Criteria, Evaluation Methods, Graduate Surveys, Higher Education, *Majors (Students), *Participant Satisfaction, *Program Evaluation, State Universities, *Student Attitudes, Student Teacher Relationship, Testing
Identifiers-*University of Illinois Urbana Champaign

The usefulness of alumni ratings in assessing departmental quality was investigated at the University of Illinois by a survey one year after graduation, in 1977. Groups of 4,573 enrolled students and one year later, 1,228 alumni from 22 departments responded to 11 satisfaction items concerning instructional, curricular, advising, and functional aspects of their major departments. The purpose was to assess: (1) whether the factor structure of alumni ratings of major departments is similar to that of enrolled student ratings; (2) whether alumni report degrees of satisfaction different from those of enrolled students; and (3) what the influences are of job-related variables on alumni attitudes toward their major programs and the university in general. The results suggest that former students continue to assess their major programs in the same way after graduation. It was found, however, that alumni were more satisfied with integration of courses, classroom evaluation procedures, and accessibility of instructor than were enrolled students, but less satisfied with vocational guidance. The alumni survey is thus seen as a valuable source of additional information, and is worth the additional expense to administer. (MSE)

ED 187 228 HE 012 694

Mast, Terrill A. And Others

How Medical Students Use Objectives.

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 10, 1980). Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitude Measures, Clinical Experience, Competency Based Education, *Course Evaluation, *Curriculum Design, *Educational Objectives, Field Experience Programs, Higher Education, *Medical Education, Medical Schools, *Medical Students, School Surveys, *Student Attitudes, Student Evaluation

Identifiers-*Southern Illinois University

Two related studies were undertaken at Southern Illinois University on how students in the School of Medicine use the instructional objectives faculty prepare for them. Students in the classes of 1978 and 1979 were surveyed in their final month of training. The second survey was modified, based on responses from the first. The five research questions were: (1) How much do students use objectives? (2) How do they use objectives? (3) What factors influence this use? (4) What are student attitudes toward objectives? and (5) Do students feel objectives inhibit their learning in any way? Results show that although objectives are perceived essential early in the curriculum, they decreased in effectiveness throughout the four curriculum sequences. It is concluded that in the future the emphasis on objectives will be reduced, and more emphasis placed on other instructional elements to assure that evaluation, both clinical and nonclinical, will be appropriate to objectives and learning experiences. Appended charts and tables present collations of responses on objectives' usefulness in the curriculum sequences and in each clerkship; reasons for using objectives; and agreements and disagreements with statements about objectives and their use. (MSE)

ED 187 229 HE 012 695

Millsap, William

The Way of the Dinosaur: A Systems Analysis of a Teachers University.

Pub Date-28 Nov 79
Note-59p.; Paper presented at the Annual Meeting of the American Anthropological Association (78th, Cincinnati, OH, November 28, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Administration, College Faculty, *College Role, College Students, *Educational Change, *Educational Objectives, Educational Philosophy, Enrollment Trends, Higher Education, *Institutional Characteristics, *Schools of Education, State Universities, Teacher Education, *Transitional Schools, Trend Analysis
Identifiers-*Texas

A teachers university in Texas is examined from a systemic/ecological framework of analysis with attention to the forces for growth, nongrowth, and energy loss that are currently constraining the existing system. It is argued that this university system is currently maladapted to its environment and stated goals so that it is likely to evolve into a professional/vocational institution, and that considerable stresses are emerging as the goals of the university come into conflict with the goals of a teachers college. Data are presented that illustrate growth in the numbers of students and college faculty, changes in the composition of the student population (ethnic group representation and age), changes in enrollment by discipline area, and changes in the percentages of college faculty by rank and by earned doctorates.

Teachers University'' is currently experiencing difficult change: its former growth rate has tapered and managerial techniques are being applied by an administration that is seeking to move a teachers college into a true university that excels in research and graduate training. It is suggested that the current state of limited growth means limited funds available to accomplish ambitious goals while a majority of its personnel are those who cherish aspirations of an earlier era. The following suggestions are offered: the institution needs to seek a true balance between teaching and research; and greater demands must be made of students especially in the graduate and professional areas. The sociocultural setting of the university is also described. (SW)

ED 187 230 HE 012 696

Lentz, Linda P.

An Analysis of the Effects of Four Years of Attendance at a Women's or Coeducational College on Women's Career Salience.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 10, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Development, *Coeducation, Comparative Analysis, *Females, Graduate Surveys, Higher Education, Selective Admission, *Single Sex Colleges, Statistical Analysis, *Success, Vocational Adjustment, *Womens Education

A study investigated whether changes occurred in women's career success as a result of four years attendance at either a women's or a coeducational college. It is a follow-up to a 1975 study of the career success of entering college women. The 1979 graduates of generally comparable colleges (six women's and nine coeducational) indicated career success. Analyses of variance showed differences between college types and among selectivity levels of coeducational colleges. Post hoc tests confirmed that very selective women's college graduates are significantly more successful than coed graduates at the other two selectivity levels. T-tests performed on the career salience means for 1975 and 1979 showed that significant differences existed for each subgroup defined by selectivity level and college type. However, an analysis of the percentage of successful women at college entrance and exit indicates that women's colleges showed less growth in this dimension than coed colleges. Among coed colleges, the very selective colleges showed almost no growth while the selective colleges grew at twice the average for all coed colleges. Results highlight the fact that while women's colleges are responding to the needs of their career salient students and the percentage of career salient women increased over the four years, most coed colleges showed a greater increase in the percentage of career salient women. Some data charts and a list of references are included. (Author/MSE)

ED 187 231 HE 012 697

Brigman, S. Leellen Friedman, Charles B.
Graduation Rates of Freshmen Who Entered Indiana University-Bloomington Between 1970-1974. Research Report Number 18.
Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
Pub Date-80
Note-18p.
Available from-Indiana University, Bureau of Evaluative Studies and Testing, Bloomington, IN
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, Associate Degrees, Bachelors Degrees, *College Freshmen, Comparative Analysis, Educational Certificates, *Graduation, Higher Education, Institutional Research, Longitudinal Studies, Statistical Analysis
Identifiers-*Indiana University Bloomington

Graduation rates of the fall semester freshman classes that entered the Bloomington campus of Indiana University between 1980 and 1974 were studied. By examining the percentage of students completing a baccalaureate degree within four years of their matriculation, it was found that the graduation rate from the Bloomington campus significantly declined (40 percent among 1970 freshmen compared to 33 percent of 1974 freshmen). Within the same time periods, there was an increase in the percentage of students who received their degree in the fifth year since matriculation. After the fifth year the total increase in the percentage graduating from the campus was less than 5 percent. Similarly, the increase in the graduation rate from the Indiana University System was never more than 6 percent after the fifth year. By examining the data on Bloomington matriculants graduating from regional campuses, it was found that the total percentage never exceeded 9 percent of a freshman class. There was no trend among the four freshman classes to graduate at a higher rate from regional campuses. Data are also presented on the percentage of students completing other degrees/awards (certificate, Associate of Arts, and other undergraduate nonbaccalaureate degrees). Some comparisons are made to similar data from Iowa. Recommendations are included. (SW)

ED 187 232 HE 012 698

Pharmacy: Law, Rules, Information (as in effect on September 1, 1979). Handbook 11, Professional Education.

New York State Education Dept., Albany.
Pub Date-79
Note-107p.
Available from-Board of Pharmacy, State Education Department, Cultural Education Center, Albany, NY 12230
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Standards, Accreditation (Institutions), *Certification, *Drug Legislation, Governing Boards, Higher Education, Laws, Manufacturing, Merchandise Information, *Pharmaceutical Education, Pharmacists, *Pharmacy, Professional Services, State Legislation, State Licensing Boards, *State Standards, Tests
Identifiers-*New York

This handbook is intended to provide pharmacists, pharmacy students, and other interested persons with general information and with the text of various laws, rules, and regulations governing pharmacy licensure, the practice of the profession of pharmacy, and the purity, potency, labeling, manufacture, distribution, and sale of drugs in New York State. It includes excerpts from the text of provisions of the Education Law, the rules of the Board of Regents, the regulations of the Commissioner of Education, and the rules of the State Board of Pharmacy. Appended materials include information on pharmacy examinations, a selected list of other laws governing the practice of pharmacy, and a list of accredited colleges of pharmacy in New York State. (SW)

Cooperative Programs with Business and Community. Forum, Volume II, Number 7, May 1980.

Association of American Colleges, Washington, D.C.
Pub Date-May 80
Note-15p.
Available from-FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Students, Agricultural Education, Allied Health Occupations Education, Apprenticeships, Associate Degrees, Bachelors Degrees, Business Education, College Credits, Community Colleges, *Cooperative Programs, Educational History, Electronics, Employed Women, Engineering Education, *Extension Education, Farm Management, Higher Education, Hospitals, Human Services, Industry, Masters Programs, Noncredit Courses, *Nontraditional Education, Outreach Programs, *School Business Relationship, *School Community Relationship, Unions
Identifiers-Community College of Allegheny County PA, Lincoln University PA, Oregon State University, Pace University NY, Park College MO, Portland Community College OR, Ramapo College NJ, University of Portland OR, Valencia Community College FL

Degree programs for adults that are offered by colleges and universities jointly with noneducational organizations, such as businesses, unions, hospitals, local governments, and community organizations are considered. An article by Murray Frank traces the history of the concept of community service by colleges, describes the experiences of the University of Massachusetts in reaching out to the people of Boston, and draws some generalizations on the advantages and pitfalls in creating such programs. Additionally, the following institutional programs are described: Park College-Farmland Training Center Degree Program; Lincoln University-Eagleville Hospital and Rehabilitation Center performance-based masters degree program; Ramapo College's Labor Program; the Tektronix Education Program of the University of Portland, Portland Community College, Oregon State University, and the Oregon Graduate Center; Valencia Community College's Open Campus; Pace University's Associate in Arts Degree Program; and Community College of Allegheny County's Apprenticeship Programs. Additional programs and resources are briefly described. (SW)

ED 187 234 HE 012 700

Bouchard, Ronald A.

Personnel Practices for Small Colleges.

College and Univ. Personnel Association, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date-80
Note-195p.
Available from-National Association of College and University Business Officers, Suite 510, One Dupont Circle, Washington, DC 20036.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Collective Bargaining, College Administration, *Compensation (Remuneration), Contracts, *Employer Employee Relationship, *Employment Practices, Federal Legislation, Federal Regulation, *Fringe Benefits, Grievance Procedures, Job Analysis, Labor Market, Leaves of Absence, Letters (Correspondence), Personnel Data, Personnel Directors, Personnel Evaluation, Personnel Needs, *Personnel Policy, Recruitment, Released Time, Retirement Benefits, Salary Wage Differentials, Seniority, Staff Role, Staff Utilization

Personnel administration in higher education is the focus of this hands-on, how-to-do-it'' guide that provides fundamental materials for developing and maintaining a sound personnel program. Part One (Employment) examines government regulations, employee recruitment and selection, pre-employment inquiries and screening, post-employment process, transfers and promotions, and separation. Part Two (Compensation) discusses such areas as wage and salary program, job analysis, pay structure and pricing and compensation plan, maintenance and control. Part Three (Benefits) focuses on communication of benefits, non-insured and insured benefits, disability insurance, retirement programs, statutory programs, and Social Security. Part Four (Training and Development) examines training programs, performance appraisal, factors and traits to be evaluated, and the validity of performance appraisals. The final section (Policies and Procedures) deals with policy and procedures manuals, essential policy and procedure statements, personnel records and information, and collective bargaining. The guide is intended for use by: (1) business officers who are responsible for personnel function in small colleges; (2) directors of personnel in small institutions; and (3) members of personnel departments in larger institutions. Over 40 exhibits are provided, including sample employee control forms, telephone questionnaires, job surveys, how to set up a manual,'' and procedures. A glossary and bibliography are also provided. (LC)

Basic Grants. End-of-Year Report 1978-79.

Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
Pub Date-Apr 80
Note-154p.
Available from-Section Chief, Analysis Section, BGB/DPPD/BSFA, Room 4318, ROB-3, 400 Maryland Avenue, S.W., Washington, DC 20202
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Annual Reports, College Students, Data Collection, Demography, Educational Finance, Eligibility, Family Financial Resources, *Federal Aid, *Financial Aid Applicants, Glossaries, *Grants, Higher Education, Institutional Evaluation, Program Evaluation, Student Costs, *Student Financial Aid

Identifiers-*Basic Educational Opportunity Grants

The end-of-year report for the Basic Educational Opportunity Grant (BEOG) Program for 1978-79 contains general information and statistical tables based on merged applicant/recipient data. The core of the report is a series of tables, organized into four chapters and accompanied by narrative, which describe in detail selected aspects of program activity. Chapter 1 contains general information on the total number of applicants processed, the number of grant recipients, the types and number of institutions participating in the BEOG program and typical income-related characteristics of applicants and recipients. Chapter 2 is a detailed analysis of selected demographic characteristics of applicants and recipients and the impact of these characteristics on grant levels. The interrelationship of factors such as recipient age, family income, dependency status, Student Eligibility Index, and educational cost is examined. Chapter 3 provides summary information on the numbers, type, and control and location of BEOG participating institutions. Chapter 4 is a new section added to the annual report that looks at selected aspects of the Multiple Data Entry Application Processing System. A glossary of terms is appended to the report. (DC)

ED 187 236 HE 012 702

Activities Carried Out Under the Veterans' Administration Medical School Assistance and Health Manpower Training Act of 1972 (Public Law 92-541), An Annual Report Prepared by the Veterans' Administration.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date-13 Feb 80
Note-60p.; Small print may be marginally legible.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Allied Health Occupations Education, *Federal Aid, Federal Legislation, Financial Support, *Government School Relationship, Grants, Higher Education, Hospital Schools, Institutional Cooperation, Medical Education, *Medical Schools, *Medical Services, Program Evaluation, State Colleges, *Veterans
Identifiers-*Veterans Administration

The third annual report (fiscal year 1979) of the activities carried out under the Veterans' Administration Medical School Assistance and Health Manpower Training Act of 1972 (Public Law 92-541) is presented. Under this special authority grants have been made to assist in the establishment of new state medical schools, to existing medical schools, and to institutions involved in training other professional and technical health personnel. All activities are conducted in affiliation with Veterans' Administration (VA) health care facilities and support the provision of health care to eligible veterans. The following information is presented: legislative provisions, authority for appropriations, appropriations and program implementation, the future of the program, program administration, and the current status of: grants for the establishment of new state medical schools, grants to affiliated medical schools, grants to other health manpower training institutions, and expansion of VA hospital education and training capacity. Charts provide information on grant amounts to medical schools and other facilities, the affiliated VA medical center, the discipline area, and the period of the award. Descriptions of completed grant programs are appended. (SW)

ED 187 237 HE 012 703

Benet, James, Ed. Daniels, Arlene Kaplan, Ed.
Education: Straitjacket or Opportunity?
Pub Date-80
Note-199p.
Available from-Transaction, Inc., New Brunswick, NJ 08903
Pub Type- Collected Works - General (020) - Books (010) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Access to Education, Bilingualism, Black Students, College Faculty, *Educational Change, Educational Discrimination, *Educational Policy, Education Work Relationship, Elementary Secondary Education, Enrollment Trends, *Equal Education, Equal Opportunities (Jobs), Faculty Integration, Federal Aid, *Government School Relationship, Higher Education, Policy Formation, School Desegregation, *Social Action, Socialstratification, Social Values, Sociocultural Patterns, Teacher Attitudes, Teaching (Occupation)
Identifiers-Europe, France, United States

Spurred on by such discussions of education as Jenk's Inequality'' and Coleman's controversial pronouncements on desegregation orders and white flight,'' this anthology focuses on the efficacy of educational reform. The articles were compiled from two issues of the journal Social Problems.'' The introductory essay by Benet and Daniels provides an overview of the essays to follow, establishes a conceptual framework, and presents questions to guide future educational research. The first set of papers (Education and Class in Western Europe) focuses on educational opportunity in Western Europe, governmental policy in higher education with emphasis on the French university, and educational equality in the United States. The second set (Strategies of Control and Freedom) considers the overall system, the classroom, and the perceptions of individuals students, teachers, families. Section Three (Two Languages as Double Trouble) focuses on bilingualism and the difficulties coping with it. Section Four (Efforts at Reform) examines how federal aid could be subverted to the needs of a local school system. The fifth set of papers (Professor: Resistance to Change) focuses on the resistance of educational structures to deep reform. The final section (School Desegregation) shows the social policy implications of white enrollment declines when black students appear in large numbers. References are provided at the end of each paper. It is concluded that interdisciplinary study is needed to understand the connection between individual aspirations and social systems. (LC)

ED 187 238 HE 012 704

Poythress, Marianne And Others
College Students How Do They Learn?
Pub Date-Feb 80
Note-34p.; Paper presented at the Southwest Educational Research Association
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Instruction, *College Students, Educational Assessment, Higher Education, Individual Development, *Learning Modules, *Learning Processes, Learning Theories, *Mnemonics, *Psychoeducational Methods, Psychological Evaluation, Reading Skills, *Task Analysis

The strategies used by upper-division college students (juniors and seniors) to learn information in a variety of task materials were assessed. Fifty juniors and seniors enrolled in an undergraduate psychology course at the Univeristy of Texas at Austin were administered the Learning Activities Questionnaire (LAQ) along with an accompanying booklet entitled Seven Learning Activities. Part 1 of the LAQ asked respondents to describe any methods or mental tricks they used to learn and remember the information, events or ideas contained in the activities booklet. The booklet contained two free recall lists, three paired-associates lists and two reading passages. After writing a description of each strategy, participants were then asked to respond to several questions on how the study method was learned and why it helped in learning new material. The remainder of the LAQ was a checklist of specific strategies used by learners in mapping out learning strategies. Responses were then classified into one of five strategy categories: rote, physical, imagery, elaboration and grouping. Results of the study showed that upper-division college students use imagery, elaboration and grouping strategies for free recall tasks; all five strategy categories for paired-associate tasks; and physical, imagery and grouping strategies for reading passages. The researchers were disturbed to find that respondents appeared to lack the elaboration strategy for reading tasks, and suggest that a number of undergraduates may need some remedial training in this learning method. A number of statistical tables are appended, along with a list of references and a sample LAQ.

(DC)

ED 187 239 HE 012 708

Maxwell, Martha

An Evaluation Model for State of the Art Programs for Engineering Practitioners.

California Univ., Berkeley. Extension Div.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 80
Grant-SED-78-22138
Note-234p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Course Evaluation, Course Objectives, Data Bases, *Engineering Education, *Engineers, Interviews, *Minicourses, Models, Participant Satisfaction, Pilot Projects, *Professional Continuing Education, *Program Effectiveness, Questionnaires, *Refresher Courses, Student Characteristics, Student Evaluation, Student Evaluation of Teacher Performance, Student Motivation

A pilot-model for evaluating state-of-the-art short-courses for engineer practitioners was developed based on assessments of 10 Continuing Education in Engineering (CEE) courses offered by University Extension of the University of California, Berkeley. Instruments used in the study included student questionnaires, faculty interviews, follow-up questionnaires and interviews with participants, interviews with supervisers and colleagues and observations of classes. Program characteristics, demographic and attitudinal participant characteristics, and work demand and conditions were examined. Part One, Procedures, examines course characteristics, design of study, questionnaires, evaluation procedures, and interviews. Part Two, Results, examines developing a data base, students' rating by course, student profiles, experience vs. attitude toward the course, course expectations, and student characteristics. The final sections offer a summary of findings such as: student diversity poses a major dilemma for faculty members who plan to teach CEE short-courses; participants were generally satisfied with the CEE courses they took; and participants were interested in taking further courses in the subject. A discussion section offers general information on aspects of planning, teaching, and evaluating a CEE short-course and provides a taxonomy of educational outcomes. References are provided. Appendices include: instruments used in the study; example of a data base; and evaluation reports on individual CEE courses. (LC)

ED 187 240 HE 012 709

Gross, Ron And Others

Independent, Self-Directed Learners in American Life: The Other 80 Percent of Learning.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date-6 Jun 77
Note-46p.
Available from-Institute for Educational Leadership, George Washington University, Suite 310, 1001 Connecticut Avenue, NW, Washington, DC 20037 ($1.00)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Learning, Discovery Learning, Educational Philosophy, *Experiential Learning, *Individual Activities, Interests, *Lifelong Learning, Motivation, *Nonformal Education

A transcript of a dialogue on independent, self-directed learning is presented. The three presenters, Ron Gross, Tom Hebert, and Allen Tough, and audience members discuss learning, schooling, discovery, motivation, public policy, and how all of these affect values and the quality of life. Nonformal, nonaffiliated learning which takes place at home or in informal settings like libraries, enthusiasts' clubs, and organized networks of learners is considered. Surveys of deliberate efforts by adults to gain some very definite knowledge and skill have found that 20 percent of adult learning is planned by a professional who leads a class or group, while 80 percent of adult learning is planned by the learner. Also included in the 80 percent are self-help groups of peers with the same problems or interests. Ways to facilitate the entire range of adult learning, including helping learners locate materials or information sources, are suggested. The philosophy of a group called Writers in the Public Interest'' is described. Suggestions on how to support independent self-directed learners and their Invisible University'' are offered. Other topics that are addressed in the forum include: the activities of people who are knowledgeable about a particular area, such as trains/transportation; the capacity of libraries to meet the needs of independent learners; and academic credit/degrees versus noncredit/independent learning. (SW)

Nontraditional Education: State-Level Issues and Concerns. A Conference Held at Harvard University Graduate School of Education (May 16-18, 1976).

Association of Governing Boards of Universities and Colleges, Washington, D.C.; George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency-Educational Testing Service, Princeton, N.J.; Education Commission of the States, Denver, Colo.; Office of Education (DHEW), Washington, D.C.
Pub Date-18 May 76
Note-24p.
Available from-Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20037 ($3.00)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, Adult Students, Consortia, Educational Policy, Educational Quality, *Educational Technology, Educational Television, *Higher Education, *Nontraditional Education, *Open Education, Postsecondary Education, *State Programs, Statewide Planning, Trend Analysis
Identifiers-Illinois

Articles from a conference on nontraditional education and state-level issues are presented. The first article by Frederic Jacobs and George B. Weathersby summarizes some of the major trends and policy issues regarding nontraditional education. Next Samuel B. Gould considers why states should support nontraditional education and what strategies are appropriate to make nontraditional education possible. Theodore J. Marchese considers the audience for nontraditional education, commitment at the state level for this type of education, the question of whether an existing postsecondary system should be the provider of nontraditional education, state rule-making and oversight, and the issue of quality of new educational forms. Jerome E. Lord discusses the use of technology in open learning. Ralph A. Duncan expresses the view that the state should take the lead in providing nontraditional forms of postsecondary education, and recommends a free-standing model, as opposed to one integrated with the traditional higher education institution. James M. Furman reviews some recent developments in Illinois to illustrate how a state goes about implementing nontraditional education. Rather than a free-standing nontraditional university, Illinois developed a consortia of existing public systems. There have been successes at the state level in initiating a statewide educational television network, in the support of nontraditional cooperative regional program efforts, and in support of student aid. (SW)

ED 187 242 HE 012 711

Scott, Robert A.

Indicators of Institutional Vitality.

Pub Date-Mar 80

Note-7p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Guides, Check Lists, College Administration, *College Environment, College Planning, Community Study, Educational Finance, *Evaluation Methods, *Higher Education, *Institutional Characteristics, Instructional Development, Research Needs, Responsibility

Identifiers-*Institutional Vitality

An extensive library listing of 65 institutional indicators is designed to alert administrators of higher education to a number of appropriate signals of institutional vitality. Some indicators reflect financial condition in general, while others signal specific features of the educational environment. Regular monitoring of these indicators can warn academic administrators of impending shifts in national and regional educational policies, institutional competition, environmental trends and temporal conditions. All indicators are directly related to the primary services of undergraduate and graduate instruction, research and community instruction. Among the indicators identified are: applications for admission per spaces available; transfers in; transfers out; cost of recruiting each new student; morale of students; new courses developed; department support personnel per faculty member; and number of grant proposals. In addition to a checklist of indicators, the measure of each indicator and its source of data are also provided. One supplementary source is listed. (DC)

ED 187 243 HE 012 712

Blai, Boris, Jr.

Institutional Management, Institutional Research: An Essential Partnership in Higher Education.

Pub Date-79
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *College Administration, Data Collection, Decision Making, Demography, *Higher Education, *Institutional Research, *Management Systems, Measurement, Questionnaires, Research Design, *Self Evaluation (Groups), Statistical Analysis

Reliable institutional research is seen as serving as a valuable means of generating accurate, objective data useful in reaching sound management decisions in institutions of higher education. Institutional research is defined as the systematic, comprehensive self-study used by a college or university to improve the institution. Sound institutional research provides empirical information on student demographics, student growth, learning processes, educational practices, environment and community involvement within an academic institution. Staff, faculty and administration personnel can provide input on issues and problems of mutual concern by filling out questionnaires or analyzing records. It is suggested that a program/activities checklist for institutional researchers should cover such general topic areas as administration, admissions and enrollment, curriculum, faculty, finances, goals and objectives, instruction, students and public relations and development. Data assessment tests should generate separate sets of descriptive and inferential statistics. In formulating self-assessment tests for any academic institution, institutional researchers may initiate any or all of the following data collection methods: before-and-after evaluations, correlation studies, interviews, inventories, observer schedules, parallel samples surveys, opinionnaire polls, rating and ranking schedules, statistical data compilations and sample tests. A list of references is included. (DC)

ED 187 244 HE 012 713

Begin, Richard L.

Procedural Due Process'' Remedies Available to Nontenured Faculty in Private Postsecondary Education in New England in 1979.

Pub Date-Apr 80

Note-268p.; Dissertation submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy, Walden University

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Administrator Responsibility, *College Faculty, Court Litigation, *Due Process, *Equal Protection, *Faculty College Relationship, Government School Relationship, Higher Education, *Legal Problems, Private Colleges, State Action, Teacher Employment Benefits, Teacher Welfare, Tenure

Identifiers-*New England, *Nontenured Faculty

The status of judicial theory regarding private responsibility for granting procedural due process, and the extent to which policies in New England's private postsecondary institutions adhered to judicial requirements for due process in nontenured faculty terminations were studied. A review of the literature, research methodology, and definition of terms are given. Due process, court cases, and judicial posture are reported. In an analysis of the status of state action in private higher education, general information is presented regarding the state's ability to intervene, sex discrimination and the Nexus-Aggregate argument, rules of procedure distractions, and it is concluded, among other things, that state action may occur at the time in which the state elects to promote teacher employment. A chapter on due process policies in New England's private sector discusses the nature, purpose, and methodology of the study in New England. It is also concluded that since 1961, in major state action cases involving private postsecondary schools, it has been acknowledged that state action could be found in activities of independent colleges and universities. Appendices include: original and follow-up letters of transmittal; frequency of answers to questionnaires by state and size of institution; and evaluations of institutional policies in the northern and southern regions and in each state. A selected bibliography is included. (LC)

ED 187 245 HE 012 714

Virasai, Banphot, Ed.

Development of Higher Education in Southeast Asia: Challenges for Tomorrow.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date-77

Note-54p.; For related document see HE 012 642

Available from-Regional Institute of Higher Education and Development, 15 Grange Rd., Singapore 0923, Republic of Singapore ($5.00)

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, Adult Education, Career Education, College Administration, *College Role, Educational Change, *Educational Development, Educational History, Educational Objectives, Educational Opportunities, Educational Philosophy, Educational Radio, Educational Technology, Educational Television, *Foreign Countries, *Futures (of Society), Government School Relationship, *Higher Education, Management Systems, Programed Instruction, Research Projects, School Community Relationship, Teaching Methods, Trend Analysis

Identifiers-*Asia (Southeast)

Five articles on the development of higher education in Southeast Asia are presented. In Philosophy and Objectives for Higher Education in Southeast Asia,'' William B. Relf discusses the historical background of education in Southeast Asia, three general purposes for a university, education and national development, future needs, recommendations concerning educational planning, learning and teaching methods, educating for employment, and adult education. In New Approaches to Teaching and Learning in Higher Education,'' Chai Hon-Chan considers pressure for change in higher education in Southeast Asia, the need to establish course objectives, incentives and rewards for teachers, and possibilities and problems of instructional radio, instructional television, programmed instruction, and future prospects for new approaches. In University Research and Service to Society in the Southeast Asian Context,'' Niphon Kantasewi considers future needs for research in Southeast Asia, responsibilities in research, research in natural science and technology, the social sciences and related fields, the humanities, and the university role in assisting the public to solve problems. In Innovations in the Management of Higher Education in Asia,'' Victor M. Ordonez discusses the concern for accountability, the adoption of management technologies and budgetary mechanisms, the greater utilization of professionally prepared administrators, and the growing interdependence among subsectors of higher education. (SW)

ED 187 246 HE 012 719

Rigolot, Carol, Ed.

Fiscal Issues in Higher Education.

American Council of Life Insurance, Washington, D.C.

Pub Date-Oct 78

Note-30p.; Report of a Conference of Academic Leaders and Executive Officers of the Life Insurance Companies (Princeton University, Princeton, NJ, October 26-27, 1978). For related document see HE 012 720.

Available from-American Council of Life Insurance, 1850 K St., N.W. Washington, DC 20006.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Responsibility, College Role, Cooperative Programs, Educational Finance, Equalization Aid, Finance Reform, *Financial Policy, *Fiscal Capacity, Fund Raising, *Higher Education, Industry, Inflation (Economics), Insurance Companies, Marketing, *Private Financial Support, *School Business Relationship

Forty colleges and life insurance presidents met to discuss key historical and contemporary factors influencing fiscal management in higher education, including inflation, salaries, diminishing enrollment figures, energy costs, federal regulations and the increasing cost of research. Differences and similarities between business and academia were outlined, and a program of mutual cooperation between both sectors was advocated. It was suggested that academic administrators and faculty representatives should: define a specific mission; demonstrate fiscal and educational leadership through efforts to attain financial stability; study other industries that have experienced declines; develop strategies to counter demographic enrollment trends; exercise leadership on the secondary and elementary school levels; reorient course offerings to different age and field markets; encourage modification of existing federal tax laws; establish self-regulating agencies within higher education; consider institutional mergers and consortia; and improve public and business communications. Business organizations can help academic institutions by improving corporate

tuition programs for employees, increasing matching gift programs by two or three times what alumni associations donate and inaugurating in-house enrichment programs for employees. An advocacy alliance of people in business and academia was proposed in an effort to influence public educational policies with private corporate clout. Additional material includes a list of unanswered fiscal questions, a conference program and a list of conference participants. (DC)

ED 187 247 HE 012 720

Rigolot, Carol, Ed.
Fiscal Issues in Higher Education: Implications for the Southeast
American Council of Life Insurance, Washington, D.C.
Pub Date-Oct 79
Note-19p.; Report of a Regional Conference of Academic Leaders and Executive Officers of Life Insurance Companies (Greensboro, NC, October 11-12, 1979). For related document see HE 012 719. Conference hosted by Pilot Life Insurance Company.
Available from-American Council of Life Insurance, 1850 K St., N.W. Washington, DC 20006.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Responsibility, College Role, Cooperative Programs, Educational Finance, Equalization Aid, *Financial Policy, *Fiscal Capacity, *Higher Education, Industry, Inflation (Economics), Insurance Companies, Marketing, Public Policy, Regional Cooperation, *School Business Relationship
Identifiers-Institutional Vitality, *United States (Southeast)

Presidents of southern colleges, universities, and life insurance companies met to develop strategies southern academic institutions might adopt to survive the 1980s. Inflation, faculty malaise, and the erosion of quality were the primary fiscal issues on the agenda, although declining enrollment figures also troubled many of the academic leaders present. It was suggested that southern academic administrators and faculty representatives should: examine such business strategies as seeking new markets and using personnel more effectively; help business leaders understand better what a college is; define the mission of academic institutions; outline steps for meeting future financial needs; explore collaborative ventures with other colleges and community organizations; encourage flexibility in faculty careers; select trustees wisely; and work within academia to establish criteria for survival. Business organizations can also help southern academic institutions by providing expertise, larger corporate grants, and a constructive alliance for public policy that will close the tuition gap between public and private schools and defend colleges from unreasonable taxation and unwarranted federal intrusion into education. The presidents concluded that the best chances for fiscal remedies in the South lie in joint ventures between business organizations and academic institutions. Their ultimate goal in these ventures is to ensure that citizens will have access to higher education in the public and private sectors. Additional material includes a program of the conference and a list of conference participants. (DC)

ED 187 248 HE 012 721

Lee, John And Others

State Student Incentive Grant Program: Issues in Partnership.

Education Commission of the States, Denver, Colo.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 80
Contract-300-76-379
Note-174p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Educational Finance, Ethics, *Federal State Relationship, *Financial Policy, Financial Support, Higher Education, *Incentive Grants, Mathematical Formulas, Money Management, Nonprofit Organizations, Out of State Students, *State Federal Aid, *Student Financial Aid
Identifiers-*State Student Incentive Grant Program

Some of the issues concerning the evolving relationship between state and federal agencies in the field of student financial aid are examined, with attention to the State Student Incentive Grant Program (SSIG). After tracing the history of the SSIG, the following issues are considered: SSIG portability; state control of fraud, abuse, and error; financial aid to nonprofit institutions, allocation formula; state capacity for student assistance; computation of state subsidy; and perspectives on student aid by state planners. It is suggested that the SSIG program was initiated to attract states into providing student financial aid at the state level, and this effort has been successful. Four alternative models that could be legislated to encompass future roles of the program are described. It is claimed that the federal policy-makers would like to see grants available to students attending school out of state, but states are concerned about sending students out of state when public colleges and universities are increasingly underutilized. There is increasing concern that funds are being awarded improperly and that institutions have mishandled funds in some instances. The federal government wants to include all nonprofit institutions but the states want to be able to be more selective. An index of state effort in support of postsecondary education is described, and the flow of dollars within a funding system is examined. The complexity of state-federal relations in higher education is

suggested. (SW)

Hammond, Richard
National Survey of Veterans. Summary Report.
Veterans Administration, Washington, D.C. Office of the Controller.
Pub Date-Jan 80
Note-200p.
Available from-Superintendent of Documents, US Government Printing Office, Washington, DC 20402 ($4.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Access to Education, Disabilities, Employment Level, *Fringe Benefits, Higher Education, Housing, Income, Insurance, Males, *Medical Services, National Surveys, Participant Characteristics, Patients, Secondary Education, *Socioeconomic Status, Technical Education, Trade and Industrial Education, *Veterans, *Veterans Education
Identifiers-*GI Bill, Veterans Administration

Principal findings of a mail survey undertaken in 1977 to collect data on the socioeconomic characteristics of veterans, their usage of various veteran benefits in the past including education benefits and their plans for usage of other benefits in the future are summarized. Among the data reported are the following: percent of veterans receiving Veterans Administration (VA) benefits during 1977 and since leaving the military; percent of veterans hospitalized in 1977 or ever hospitalized; reasons for not using a VA medical center for treatment; age distribution, income, and type of insurance of hospitalized veterans; percent of veterans receiving outpatient care in 1977 by source; age distribution, income, and medical conditions of outpatient veterans; percent of veterans having dental care, 1977; percent of veterans hospitalized by service-connected disability, 1977; disposition of compensation and pension claims; disabled veterans by race and degree of disability; veterans employment status by degree of disability; usage of GI life insurance; number of trainees for three GI Bills; reasons for not training after military service; GI Bill trained veterans' completion rates by race, type of training, and period of service; percent of veterans who used a VA home loan; and type of burial expected. The chapter on education and rehabilitation includes data on education at separation from active duty, education at separation compared with current education, counseling, employment status and training type, satisfaction with VA educational assistance, reasons for not entering training, and GI Bill education and training for disabled veterans. Sources of the survey data and reliability of the estimates are discussed. A sample questionnaire and additional statistical tables are included. (SW)

ED 187 250 HE 012 724

Carter, Virginia L., Ed. Alberger, Patricia A., Ed.
How to Cut Publications Costs.
Council for the Advancement and Support of Education, Washington, D.C.
Pub Date-79
Note-105p.; Colored print may not reproduce clearly.
Available from-Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, Washington, DC 20036
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Colleges, Computer Oriented Programs, *Cost Effectiveness, Higher Education, Information Dissemination, Layout (Publications), Paper (Material), Photocomposition, *Printing, Productivity, *Publications, *Publishing Industry, *School Catalogs, Typewriting

This handbook on how to cut costs in college publications contains the following articles: Stretching Your Publications Dollar: The Basics,'' by Kelvin J. Arden and William J. Whalen; How to Print Cheaper,'' by M. Frederic Volkmann; How Your Colleagues Cut Costs,'' by Robert S. Topor; Printing Specifications: Writing Them Right,'' by M. Frederic Volkmann; Small Shop Survival Manual,'' by Nancy Harper; Ten Ways to Increase Your Productivity,'' by Arthur V. Ciervo; Battle the Budget and Keep the Client Happy,'' by Richard T. Godfrey; Creativity Expands a Staff,'' by Carl T. Herrman; Teaching Clients How to Cut Printing Costs,'' by Thomas W. Mailey; Catalogs: Free or Fee,'' by Nancy Forni; Quick-Print to the Rescue,'' by Vicki Wilson; Automating Your Typesetting,'' by Ronald R. Day; Bypass the Input Bottleneck,'' by Lester L. Metz; WYLBUR Saved Our Sanity,'' by Nancy S. Brod; and A Format System for Your Production Office,'' by William M. Schmitt and Anita Albert. (SW)

ED 187 251 HE 012 725

Attitude and Opinion Research: Why You Need It/How To Do It.
Council for the Advancement and Support of Education, Washington, D.C.
Pub Date-77
Note-90p.
Available from-Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, Washington, DC 20036
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alumni, *Attitude Measures, College Faculty, College Graduates, Graduate Surveys, Higher Education, Institutional Research, *Marketing, *Opinions, *Questionnaires, Research Methodology, *School Attitudes, Student Attitudes, *Student Recruitment, Teacher Attitudes

This guidebook is designed as a brief introduction to the use of attitude research as a tool in the student recruitment process. Opinion and attitude research are briefly described from the perspective of the academic communicator. Topics include the following: the difference between opinion and attitude research, the two basic forms surveys usually take, conducting opinion research studies, selecting an opinion research organization, types of services opinion research firms are offering and some of the costs involved, and some things academic administrators ought to be aware of as they consider such research. Other aids include the following: selected reference sources on youth attitudes; a questionnaire used in student recruitment; some guidelines for doing your own mail survey by Cletis Pride; a University of Pittsburgh comprehensive questionnaire of alumni opinion; a University of British Columbia sample questionnaire of alumni attitudes and a summary of results; a Hood College alumnae opinion questionnaire; a questionnaire concerning alumni of St. John's University, New York City; a West Virginia University faculty-staff opinion survey; a West Virginia University survey of student opinion; a State University of New York at Buffalo citizen opinion poll; a University of Richmond business and community survey; and a University of Maryland alumni survey. (SW)

ED 187 252 HE 012 726

Vallance, Elizabeth

Public Service as a Curricular Problem: The Land-Grant Tradition and the Commonplaces.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, Adult Students, College Curriculum, College Students, *Credit Courses, *Curriculum Problems, Educational History, Educational Philosophy, *Extension Education, Higher Education, *Land Grant Universities, Part Time Students, *Resource Allocation, Rural Extension, State Universities, *Student Needs

Curricular considerations concerning extension education to primarily adult and part-time students are discussed with emphasis on courses offered for credit. Some historical notes on land-grant colleges are presented. Seven conditions under which off-campus public-service-oriented (directed to the general public) instruction becomes a curricular question are suggested: (1) when the off-campus program competes with the regular on-campus program for scarce instructional resources; (2) when demands of public-service'' instruction make content and other curricular demands not normally encountered in the regular curriculum; (3) when a public-service commitment suggests a need for new standards in admissions, faculty hiring, grading, and other areas; (4) when outreach programming results in questions that cannot be routinely handled by the structures already in existence; (5) when the student beneficiaries of public-service teaching programs begin demanding something more than simply the courses themselves (academic advising, etc.); (6) if public-service credit instruction threatens (or helps) accreditation by regional or professional accrediting agencies; and (7) when it threatens to become firmly ensconced at the institution and thus to intrude regularly into other institutional decisions. It is suggested that outreach courses present a curricular problem when they affect the established curriculum as in any of the seven ways cited above. Changes resulting from these conditions may take several forms, including changing course offerings available to on-campus students. (SW)

ED 187 253 HE 012 727

On Campus With Women, Number 26, Spring 1980.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-80

Note-20p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20019.

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action, Athletic Coaches, Blacks, Civil Rights, *Compliance (Legal), Court Litigation, *Employed Women, Employment Practices, Federal Aid, Federal Legislation, Federal Regulation, *Females, Hearings, Higher Education, Minority Groups, Models, Pregnancy, Rape, Recordkeeping, Scholarships, Sciences, *Sex Discrimination, Student Financial Aid, Textbook Bias, Trend Analysis, *Womens Athletics, *Womens Education, Womens Studies

Identifiers-*Title IX Education Amendments 1972

This issue of the On Campus With Women'' newsletter includes the following topics: a federal court case decision that student aid constitutes federal assistance, but that the Department of Health, Education and Welfare cannot compel Grove City College to sign a legally defective Title IX compliance form; a Department of Justice move to enforce Title IX compliance at Texas A&M University and the University of Alaska; student actions to monitor Title IX enforcement at the University of Iowa; a battle between sports associations for sponsorships of post-season tournaments; a guide on athletic scholarships; a Pennsylvania published model for hearings on equal athletic opportunity; the status of rowing as a woman's sport; women coaches; a Sloan Commission proposal for a new agency to enforce federal anti-discrimination regulations; new affirmative action regulations proposed by the Department of Labor's Office of Federal Contract Compliance Programs; rules for keeping employment records; comprehensive compliance investigations; a sex discrimination case at Keene State College; costs of sex discrimination suits; sex discrimination at religious colleges; right to privacy about pregnancy as a female employee; minority women in the professions and in sports; historical materials on Black women; trends on women's education; women's centers; women's studies programs; sexual harassment; rape; developments concerning employed women; women in the sciences; and language and textbooks. (SW)

ED 187 254 HE 012 728

Update on Title IX and Sports, Number 3.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date-May 80
Note-7p.
Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletic Coaches, Athletic Equipment, *College Students, *Compliance (Legal), Educational Policy, Equal Education, Federal Legislation, *Federal Regulation, *Females, Higher Education, Intercollegiate Cooperation, Public Policy, Scholarships, *Sex Discrimination, *Womens Athletics
Identifiers-*Title IX Education Amendments 1972

The Department of Health, Education and Welfare's (HEW) final version of its policy interpretation on sex discrimination in varsity collegiate athletics is presented. The policy interpretation is intended to clarify what the Title IX regulation requires and will be used to determine whether a college's intercollegiate athletic program is in compliance with Title IX. Tables compare the key provisions of the regulation and the policy interpretations. The final policy interpretation clarifies the meaning of equal opportunity'' in intercollegiate athletics. The key standards for measuring compliance are: overall proportionality in availability of athletic scholarships; overall (program-wide) equivalence in availability, quality, and kind of athletic benefits, opportunities, and treatment afforded student athletes; and effectiveness in equally accommodating the interests and abilities of presently enrolled male and female student athletes. The policy does not require that program components be identical, but it provides a limited number of acceptable justifications for nondiscriminatory differences'' in each of the three major areas. The policy interpretation also describes the procedures used by HEW to enforce Title IX and it introduces a state of conditional compliance. (SW)

ED 187 255 HE 012 729

Creange, Renee

Campus Child Care: A Challenge for the 80's. Field Evaluation Draft.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-May 80
Grant-G007901070
Note-15p.
Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary School Services, *College Students, *Day Care, Day Care Centers, Educational Opportunities, Females, Field Tests, Higher Education, Males, Nontraditional Students, *Parents, Questionnaires, *Reentry Students, *Student Needs

The issue of the increased demand for child care on campus is considered, and possible institutional solutions are recommended. Since parents needing child care appear to be male students as well as re-entry women, the suggestions may be helpful in increasing educational opportunities and participation of both sexes. Topics include: advantages of providing campus child care; child care and course load; child care and equal opportunity for re-entry women and for minority women; child care and financial aid; Title IX and other federal laws; state laws that hinder students needing child care; paying for child care on campus; federal and state resources; and kinds of formal and informal arrangements that have been used for child care. Those who need campus child care include male and female undergraduates; graduate, minority, and re-entry students; single parents; faculty members; and campus employees. It is suggested that it is usually the woman student who most needs child care services on campus. A selected list of resources and organizations is included, as is a field test questionnaire evaluating this report. (SW)

ED 187 256 HE 012 730

Professional Women's Groups.

American Association of Univ. Women, Washington, D.C.; Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-Nov 79

Note-9p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Careers, Employed Women, Employment Opportunities, *Employment Services, *Females, Financial Support, *Job Applicants, *Occupational Information, Organizations (Groups), *Professional Associations, Reentry Workers

A list of professional groups that offer one or more services regarding employment opportunities for women is presented. The services include a roster of women for employers seeking female applicants, listing of job openings in their newsletters, financial aid, and career information. The groups' address, phone number, executive director, committee chair, or contact person are listed. (SW)

ED 187 257 HE 012 731

Second Annual Report, 1978. National Advisory Committee on Black Higher Education and Black Colleges and Universities.

Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW/OE), Washington, D.C.

Pub Date-Jun 79

Note-92p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Advisory Committees, *Black Colleges, Black Students, *Developing Institutions, Educational Assessment, Educational Opportunities, Equal Education, Federal Regulation, Financial Support, Government Role, *Government School Relationship, *Higher Education, Income, Middle Class Students, Needs Assessment, *Public Policy, Student Financial Aid, Student Needs, Tax Credits, Tuition

The Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities is presented. The Committee's purpose and functions, committee membership, meetings and activities are discussed. The Committee's discussions and special activities and research reports in progress are summarized, and the committee's conceptual framework for accomplishing its goals and objectives, and its specific objectives are outlined. Recommendations to various officials are offered. Appendices list Committee members, Committee staff, historically black colleges and universities, and predominantly black colleges. Copies of correspondence to and from the Committee are also included. Recommendations to officials concern the following issues: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition of the Adams'' states that are negotiating in good faith, and proposed technical amendments to the Basic Educational Opportunity Grants' regulations. (SW)

ED 187 258 HE 012 732

Peterson, David A. Bolton, Christopher R.

Gerontology Instruction in Higher Education.

Pub Date-May 80
Note-185p.; Volume Six in the Springer Series on Adulthood and Aging.
Available from-Springer Publishing Company, Inc., 200 Park Avenue South, New York, NY 10003 ($16.95)
Pub Type- Books (010) - Reports - General (140)

Document Not Available from EDRS.

Descriptors-*Allied Health Occupations Education, Credentials, *Curriculum Development, *Educational Gerontology, Educational Improvement, Faculty Development, Futures (of Society), *Geriatrics, *Gerontology, Higher Education, Instructional Improvement, Instructional Innovation, Long Range Planning, Models, *Older Adults, Professional Education, Professional Personnel, Program Development, Trend Analysis

Gerontology instruction at the college and university level is analyzed in light of various developments, major issues confronting the field, and specific needs of faculty and administrators. Chapters discuss: growth of interest in aging and gerontology; growing awareness of the aging in higher education; the literature of gerontology education; issues, outcomes, administrative structures, credentials, curriculum, and faculty development in gerontology education; development of gerontology education programs; models for gerontology instructional programs; and gerontology education in the future. Four model programs, ranging from the community college to the doctoral level, are offered. The book is designed for college and university administrators, for faculty members, for government personnel concerned with social and health services manpower development, and for graduate students and others in gerontology education. The final chapter suggests several trends in gerontology, dealing with such issues as: the establishment of a common field of gerontology; the end of program proliferation; expansion of gerontologically related activities; a refinement in gerontology education that will require specification of the skills needed by professional and scientific gerontologists; and establishment of a firm research base for adequate documentation that can be used to promote policy favorable to older persons. (LC)

ED 187 259 HE 012 733

Ellis, Richard, Ed. Puma, Michael, Ed.

A Study of Program Management Procedures in the Campus-Based and Basic Grant Programs. Site Visit Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-30 Jun 79

Contract-300-77-0498

Note-302p.; For related documents see HE 012 682; HE 012 733-738. Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, College Students, *Federal Programs, Financial Aid Applicants, Financial Services, Need Analysis (Student Financial Aid), *Program Administration, Program Effectiveness, *Student Financial Aid, *Student Financial Aid Officers, Surveys

Identifiers-*Basic Educational Opportunity Grants, *Site Visits

Site visits to a sample of 173 colleges, universities, vocational-technical schools, and other postsecondary institutions conducted to examine the procedures used to manage federal Basic Educational Opportunity Grant (BEOG) and campus-based student financial assistance programs are summarized. This report deals only with the conduct of the research in the field, and focuses on a variety of anecdotal field work reports, documents, and other commentary. The first section deals with the implementation of the survey, including: sampling students and institutions, instrument development and testing, data collection procedures, complications encountered and remedied during the study, and exemplary operations. Part two includes interviews with senior academic officials and communications from students. The final section presents monographs prepared by two senior interviewers and additional comments by financial aid officers on student assistance systems, loan administration, aid officers, and program manipulation. It is noted that: senior academic officials believe federal aid programs have increased the diversity of their student body, and a significant number of students expressed dissatisfaction with the aid counseling. Exhibits include the interviewer training agenda, site completion form, and materials used by aid officers. Appendices provide instrumentation used in the survey, memoranda, a calendar of aid activities, and an example of a master financial aid record form. (LC)

ED 187 260 HE 012 734

Ellis, Richard

Simulation of Behavioral Variations in the Submission of Student Financial Statements: Effects on BEOG Costs. Stage I Draft Final Report for the Study of Program Management Procedures in the Campus-Based and Basic Grant Programs. (Volume IV).

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-28 Feb 79
Contract-300-77-0498
Note-29p.; For related documents see HE 012 682; HE 012 733-738. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Cheating, *College Students, Dependents, *Eligibility, *Federal Programs, *Financial Aid Applicants, Financial Needs, Income, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Program Administration, Records (Forms), Self Supporting Students, *Student Financial Aid
Identifiers-*Basic Educational Opportunity Grants

Volume IV of a study of program management procedures in the campus-based and Basic Educational Opportunity Grant (BEOG) programs deals with a set of simulated modifications in the statements made by BEOG applicants about their financial circumstances. Various kinds of misrepresentation of income, assets, and other factors are postulated, and the effects of these statements on the BEOG program are estimated, using a computer-based model originally developed by HEW to provide forward estimates of program costs for Congress. Chapter discussions include an introduction, the baseline that establishes a relevant and consistent reference point for comparative purposes, and the simulations of variations in applicants' financial statements. The concluding chapter reports some of the findings: as many as 25 percent of applicants misreport income by understating it by $250 or more; students tend to understate actual income because many work for cash and are not required to file an income tax return; and evidence supports the continuing efforts of the U.S. Office of Education to validate income statements for the program. Tables include the effects of distortions and overstatement in areas such as student income, family assets, dependent students' contributions, unusual expenses, number of dependents, and number of siblings enrolled in colleges. (LC)

ED 187 261 HE 012 735

Puma, Michael J. And Others

Stage I Final Report for the Study of Program Management Procedures in the Campus-Based and Basic Grant Programs. (Volume I).

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-Sep 78
Contract-300-77-0498
Note-220p.; For related documents see HE 012 682; HE 012 733-738. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, College Students, Compliance (Legal), *Data Analysis, Data Collection, Equal Education, Federal Aid, *Federal Programs, Financial Aid Applicants, Financial Services, Guidelines, Information Utilization, Loan Repayment, Need Analysis (Student Financial Aid), *Program Administration, Records (Forms), Sampling, *Student Financial Aid, Use Studies
Identifiers-Audits, *Basic Educational Opportunity Grants, National Direct Student Loan Program

The third phase of SISFAP (Study on the Impact of Student Financial Aid Programs), the primary purpose of this study is to evaluate federal and institutional management policies and practices for Basic Educational Opportunity Grant (BEOG) and campus-based programs as they impact on the extent to which the programs are meeting their legislative goals. Reported are some preliminary activities of the study of program management procedures, which consisted of the analysis of existing (i.e., secondary source) data and the development of a complete research design for Stage II data collection and analysis. Tasks involved included: searching all available literature to uncover prior research related to the study; documentation of potentially usable data files; development of plans for data analysis; design of a sampling plan and data collection procedures; development of survey instruments; and compilation of these components into a survey clearance package for submission to the Education Data Acquisition Committee of the U.S. Office of Education (USOE) and to the Office of Management and Budget (OMB). Chapters provide an introduction to the study, a summary of Stage I activities, and plans for Stage II activities. Appendices and illustrations provide material on institutional eligibility, program monitoring, sources of student information, institutional reporting, BEOG application processing and validation, student need analysis systems, USOE guidelines for student budgets, procedures for ensuring compliance with regulations, allocation of aid to institutions, and National Direct Student Loan Program defaults. (LC)

ED 187 262 HE 012 736

Peng, Samuel S.; Lantz, Lynne R.

Funding History and the Overall Achievement of Program Goals. Stage I Final Report for the Study of Program Management Procedures in the Campus-Based and Basic Grant Program. (Volume II).

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-Sep 79

Contract-300-77-0498

Note-120p.; For related documents see HE 012 682; HE 012 733-738. Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *College Students, Comparative Analysis, Eligibility, *Federal Aid, *Federal Programs, Financial Aid Applicants, Financial Needs, Financial Services, Government School Relationship, Higher Education, History, Income, Need Analysis (Student Financial Aid), Program Administration, *Program Effectiveness, Statistical Data, *Student Financial Aid, Work Study Programs

Identifiers-*Basic Educational Opportunity Grants

Volume II of a study of program management procedures in the campus-based and Basic Educational Opportunity Grant (BEOG) programs examines the overall pattern of program funding levels, the distribution of these funds to students and institutions, as well as variations in student participation in postsecondary education and loan-work burdens in relation to the changes of funding levels. Chapters discuss the following: the direction and magnitude of changes in funding levels; the pattern of funds distribution to institutions; student participation; the amount of students' loan-work burden in relation to the change in funding levels; and the ratios of work-to-loan dollar value in relation to the change in funding levels. Tables and illustrations represent areas such as the funding history of the BEOG program, percentage distribution of funds and recipients; higher education enrollment; average award per recipient; percentage of students receiving various aid; and a trend analysis for each program. Several highlights of the study are cited: the funding levels for all programs have increased during recent years; two-year institutions show increase in enrollment yet not in their share of financial aid funds; the average award per recipient has increased; the goal of the Basic Grant and campus-based programs is the removal of financial barriers to needy students; proportionately more women received aid under the programs; and without the aid programs, college enrollment would be affected. (LC)

ED 187 263 HE 012 737

Puma, Michael J.

Regional Office Procedures. Stage I Final Report for the Study of Program Management Procedures in the Campus-Based and Basic Grant Programs. (Volume III).

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-Sep 78
Contract-300-77-0498
Note-342p.; For related documents see HE 012 682; HE 012 733-738. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, College Students, Compliance (Legal), Federal Aid, *Federal Programs, Financial Needs, *Financial Services, Higher Education, Need Analysis (Student Financial Aid), *Office Management, *Program Administration, Program Effectiveness, Records (Forms), *Regional Programs, *Student Financial Aid
Identifiers-*Basic Educational Opportunity Grants

Volume III of a study of program management procedures in the campus-based and Basic Educational Opportunity Grant (BEOG) programs provides a description of procedures employed within the U.S. Office of Education regional offices to administer the Basic Grant and campus-based student financial assistance programs. The objective of the report is to present a picture of the regional office environment. Chapters discuss the following separate programmatic areas falling within the purview of the regional offices: organizational structure; distribution and editing of campus-based aid application forms; allocation of campus-based aid to institutions; panel reviews and appeals; compliance with federal regulations; program reviews; and training. It is noted that further analysis will be performed in this area during the preparation of the final report for Stage II. Appendices cover such areas as application forms, guides developed for the application form, proposed changes to existing regulations, taxonomy of program abuse, and training materials. Illustrations contain tables and exhibits on various areas including eligible institutions; regional BEOG funding levels; program reviews; organization charts; application log-in form; sample documents of program reviews; and sample newsletters and notice letters. (LC)

ED 187 264 HE 012 738

Puma, Michael J. Ellis, Richard

A Study of Program Management Procedures in the Campus-Based and Basic Grant Programs. Technical Report No. 1: Sample Design, Student Survey Yield and Bias.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-20 Nov 79

Contract-300-77-0498

Note-365p.; For related documents see HE 012 682; HE 012 733-738. Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, College Students, Data Analysis, *Data Collection, Eligibility, *Federal Programs, *Financial Aid Applicants, Financial Needs, Need Analysis (Student Financial Aid), Program Administration, Research Design, *Sampling, *Student Financial Aid, *Surveys

Identifiers-*Basic Educational Opportunity Grants, *Site Visits

Part of a study of program management procedures in the campus-based and Basic Educational Opportunity Grant programs reports on the design of the site visit component of the study and the results of the student survey, both in terms of the yield obtained and the quality of the data. Chapter 2 describes the design of sampling methodology employed for the identification and selection of the desired respondents including: the survey specifications; the development of the respondent universe; and the definition, stratification, and selection of primary and secondary sampling units. Chapter 3 provides a brief description of the survey operations including difficulties encountered. Chapter 4 presents the yield of each student survey component; i.e., financial aid records and student questionnaires. Chapter 5 describes the preparation of estimates from the national sample, and in Chapter 6 the accuracy of the estimates, including the calculation and presentation of sampling errors, is discussed. Attached appendices include data on individual school response rates and unweighted marginal distributions for each student survey instrument item. (LC)

ED 187 265 HE 012 739

Ernakovich, Donald G. And Others

A Study of Prospective Students Who Declined the Offer to Attend Shippensburg State College in September 1978.

Shippensburg State Coll., Pa.

Pub Date-Sep 79

Note-100p.

Available from-Office of Institutional Planning and Research, Shippensburg State College, Shippensburg, PA 17257

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Admission, *College Applicants, *College Bound Students, *College Choice, College Freshmen, College Transfer Students, *Decision Making, Higher Education, Institutional Research, Reputation, State Colleges, Student Recruitment

Identifiers-*No Shows (Students), *Shippensburg State College PA

The reasons why academically qualified prospective students offered admission to Shippensburg State College for the fall semester 1978-79 did not matriculate were studied. Study goals were to determine factors that may have influenced their decision, identify the colleges and universities chosen by the students and the reasons for their choice, and to assess the effects of the college's recruitment and admissions policies and practices upon prospective students. Students who were offered admission and did not matriculate (773 first-time freshmen and 73 transfer students) were mailed a questionnaire. Usable responses were obtained from 41 prospective transfer students and 426 prospective first-time freshmen. The following information was obtained from the application forms of students not matriculating: sex, program applied for, high school rank in class, College Entrance Examination Board Scholastic Aptitude Test scores, and county of origin. First-time freshmen who matriculated elsewhere cited the following reasons: impressed with the quality of the program or the scholastic reputation of the school, impressed with the buildings and campus, preferred to attend a college closer to home, selected an area of study not available at Shippensburg, and preferred a larger school. A sample questionnaire is included. (SW)

ED 187 266 HE 012 740

Astin, Helen S. Cross, Patricia H.

Characteristics of Entering Black Freshmen in Predominately Black and Predominately White Institutions: A Normative Report.

Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Nov 77
Note-205p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Black Attitudes, *Black Colleges, *Black Students, *College Freshmen, Comparative Analysis, Expectation, Family Characteristics, Financial Support, Goal Orientation, Higher Education, Questionnaires, Self Evaluation (Individuals), *Student Characteristics, Surveys, White Students

Data tables are compiled on the characteristics of black freshmen entering a representative sample of 393 predominately black and predominately white academic institutions. Using a ten percent random subsample of original data compiled by Alexander W. Astin for the Cooperative Institutional Research program, the researchers present extensive tabulations of black students' responses to questions assessing high school preparation, college access, reasons for attending college, financial aid, family background, degree aspirations, career aspirations, self-ratings, and life goals. It is shown that black male and female students tend to be older than white students upon graduating from high school. Independent of income, black male students in black institutions tend to indicate better high school preparation than blacks at white institutions or whites. More blacks attend institutions closer to home than do whites, and blacks at black institutions are more likely to attend a college nearby because they wish to live at home. Blacks at white institutions are more likely to have financial aid than whites and blacks at black institutions. A higher proportion of black students in white institutions report parental incomes of $15,000 or more than blacks at black institutions. Blacks at black institutions rate themselves higher on academic achievement related traits, whereas blacks at white institutions rate themselves high on athletic ability and on popularity with the opposite sex. All students, black and white, consider becoming an authority in my field'' as the most important goal in life. An appendix lists sample weights and norms and includes a copy of the survey form. (DC)

ED 187 267 HE 012 741

Carlson, Daryl E.

Student Access to Postsecondary Education: Comparative Analysis of Federal and State Student Aid Programs. Summary of SISFAP-Study D.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-27 May 80

Contract-300-75-0382

Note-142p.; Contains some small print.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Access to Education, Attendance Patterns, *College Attendance, College Students, Comparative Analysis, Data Collection, Demography, Educational Finance, Expenditures, *Federal Aid, *Federal State Relationship, Financial Policy, Higher Education, Inflation (Economics), Program Administration, *State Aid, *Student Financial Aid

A comparative analysis of federal and state student financial aid programs assesses the impact of federal student aid on the attendance behavior of individuals, on the financing behavior of colleges and universities, and on the financing behavior of state and local governments. Enrollment, student budget, residence and migration, student characteristics, institutional finance and federal student aid data are analyzed at the state aggregate level for nine consecutive years, from 1966-67 through 1974-75. In addition, an extensive file of state demographic and economic information is compiled with annual information on population, age, sex, race, income, and on state/local expenditures, high school graduates and higher education degrees. It is shown that the level of funding for federal student aid programs has increased tremendously, and many states have developed their own student financial assistance programs. However, the level of total federal support for both institutions and students has not kept pace with both the rate of enrollment growth and the rate of inflation. (DC)

Astin, Alexander W. And Others
SISFAP-Study A. The Impact of Student Financial Aid Programs on Student Choice. Final Report.
Spons Agency-Office of Planning (DHEW/OE), Washington, D.C. Div. of Postsecondary Education Programs.
Pub Date-[illegible]
Contract-[illegible]00-75-0382
Note-568p.; Contains some small print.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Academic Ability, Academic Aspiration, *Access to Education, *College Applicants, College Bound Students, *College Choice, College Freshmen, *Decision Making, Financial Aid Applicants, Financial Needs, Geographic Location, Student College Relationship, Student Educational Objectives, *Student Financial Aid, Student Financial Aid Officers, *Student Loan Programs

Factors influencing students' choice of institutions are examined in Part A of the SISFAP studies. The principal empirical base of the study consists of a large-scale longitudinal data file that assesses students' college choices at three time points: the beginning of the 11th grade, mid-way through the 12th grade, and college entry. Multivariate analyses of the data were conducted to determine how the students' institutional choices are affected by (1) student characteristics, (2) the characteristics of the students' higher education environment, (3) state and federal financial aid programs, and (4) student aid packages offered by institutions. Chapters examine: the design of the study; consistency and change in choice behavior; summary of regression analyses; effects of student characteristics; higher education environment; impact of state programs; Basic Educational Opportunity Grants; and effects of financial aid offices. Appendices contain procedures for matching and merging data files, reliability of college admissions test and questionnaires, documentation of the 11th-12th grade-entering freshman longitudinal file, and recent trends in postsecondary access and choice. Among the conclusions were these: although 41.7 percent of students who eventually attend college express no college preferences when they start 11th grade, many of them end up applying to only one college; two students in five apply only to the institution that they enter; student ability appears to be one of the most important factors in college choice; distance from home is a major factor; and Orientals and high-ability students have the most success in implementing early choices. (LC)

ED 187 269 HE 012 743

Feasley, Charles E.

Program Evaluation. AAHE-ERIC/Higher Education Research Report No. 2, 1980.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Note-68p.

Available from-Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($4.00)

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Accountability, Administrative Policy, Budgeting, Case Studies, College Administration, Delivery Systems, Departments, Educational Policy, *Evaluation Criteria, *Evaluation Methods, *Higher Education, Models, Multicampus Colleges, Objectives, *Program Evaluation, Research, Self Evaluation (Groups), State Boards of Education, State Legislation, Statewide Planning

Identifiers-Audits, Florida

The major distinctions between evaluation and research are examined, the chief differences being the intent and type of criteria against which judgments are made. Conceptualization of the evaluation process in higher education is discussed on two levels. A collection of nine similes for understanding evaluation is examined in terms of major activities, advantages, and disadvantages: evaluation as: (1) measurement; (2) expert judgment of worth; (3) assessment between performance and objectives; (4) the basis for decisions; (5) a goal-free process; (6) conflict resolution; (7) complacency reduction; (8) a change agent; and (9) ritual. Consideration is given to three types of formal evaluation models: the experimental, ecological, and eclectic approaches. The program evaluation process considered most restricting, that built into the budget process, is examined in detail. An investigation is also made of the purpose and practice of evaluation according to organizational level: state legislative audit, review by a state coordinating board, multicampus scrutiny, campus program evaluation, accrediting review, and departmental study. Factors that affect usefulness of program evaluation reports such as timing, comparisons to similar units, and format are discussed. The Florida State University system is described. Speculation about the future of the practice is made by examining present practices in diverse policy areas: nontraditional delivery systems, government revenue reduction schemes (taxpayer advocacy), management, regulation of professions, and consumer protection. (MSE)

ED 187 270 HE 012 745

de Wolf, Virginia A.

Predictability of First-Year University of Washington Performance for Foreign Undergraduates Entering Autumn 1978.

Washington Univ., Seattle. Educational Assessment Center.

Report No.-EAC-80-16

Pub Date-Mar 80

Note-40p.

Available from-Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, WA 98195

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *College Students, Comparative Analysis, Educational Background, *English (Second Language), *Foreign Students, Grade Point Average, *Grade Prediction, Higher Education, Immigrants, *Language Fluency, Place of Residence, Predictor Variables, State Universities, Transfer Students

Identifiers-*University of Washington

Presented are background and academic performance data for one cohort of foreign undergraduates who entered the University of Washington (UW) as new students, those 336 entrants in fall 1978. Initially, the total group was subdivided on the basis of whether English was the mother tongue'' of the student's home country (26 percent came from English-speaking countries). The English- and non-English-speaking language groups were then compared and contrasted on selected pre-entry variables (such as, proportions from high school, two-year colleges, and four-year colleges). Next, employing five of these background variables as the breakout variable, first-year UW performance was profiled by comparing actual and predicted mean GPAs for levels within each breakout. Three highlights emerged. First, as would be expected, pre-college verbal performance was associated with first-year UW GPA for both language groups. In addition, for most comparisons the English-speaking group generally achieved higher mean GPAs than the corresponding non-English-speaking group. Second, regardless of language group, students who entered the University directly from a school outside the United States achieved mean first-year GPAs which were substantially higher than predicted. Lastly, when residence category was considered as the breakout, one superior'' group (F-1 visa students from English-speaking countries) and one low'' performing group appeared (nonimmigrants with other than an F-1 visa, all of whom were in the non-English-speaking language group). (Author)

ED 187 271 HE 012 746

Assisting Students to Succeed in Higher Education Part 1. Connections, Vol. 2, No. 1.

American Association of State Colleges and Universities, Washington, D.C. Urban College and University Network.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-May 80

Note-13p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, Case Studies, College Environment, Compensatory Education, *Developmental Studies Programs, *Educationally Disadvantaged, Equal Education, Higher Education, *High Risk Students, Intercollegiate Cooperation, Management Teams, *Program Development, Program Effectiveness, Program Evaluation, Student Attitudes, Teacher Attitudes, Urban Universities

Identifiers-California State University Los Angeles, City University of New York Queens College, Donnelly College KS, Housatonic Community College CT, University of Louisville KY, University of New Orleans LA, University of North Carolina, University of North Florida

In this newsletter focusing on helping college students succeed, an introductory essay by David Shroyer examines experiences with developmental studies at the University of New Orleans and issues in serving underprepared students, especially problems of attitude on campus. Suggestions for success include: an informal support network, a team approach, weekend staff retreats, a file of approaches to reaching developmental students, careful forecasting, and evaluation and advocacy. Brief case studies are given of these programs: California State University at Los Angeles, the University of Louisville, Housatonic Community College in Connecticut, the University of North Florida; the University of North Carolina, Queens College in the City University of New York, and Donnelly College in Kansas. A list of ERIC references, an explanation of the Urban College and University Network, part of the Fund for the Improvement of Postsecondary Education, and an introduction to the National Coordinating Council of Educational Opportunity Associations are included in the issue. (MSE)

ED 187 272 HE 012 747

Longanecker, David And Others

Federal Student Assistance: Issues and Options. Budget Issue Paper for Fiscal Year 1981.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date-Mar 80
Note-90p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Budgeting, Budgets, College Students, Comparative Analysis, *Educational Policy, Equal Education, Family Income, *Federal Aid, Federal Legislation, *Federal Programs, Government Role, Grants, Higher Education, Middle Class Students, *Public Policy, *Student Financial Aid, Student Loan Programs, Tables (Data)

The task of designing future postsecondary education policy in fiscal year 1981 is discussed in relation to two unique conditions. First, the federal role as a provider of student assistance was increased dramatically in 1978 by passage of the Middle Income Student Assistance Act, and the full costs of implementing MISAA are coming due. Second, the Congress faces increasing pressure, both internally and externally, to reduce federal spending. The tradeoffs are discussed: federal benefits can continue to be distributed broadly to postsecondary students, resulting in substantially increased federal expenditures, or funding can be reduced. Under current law, the reduction would affect lower- and moderate-income students more than others. New legislation could target federal assistance more directly on the most needy students, so that cost reductions would be borne more by middle-income students and their families. Data charts illustrate detailed examinations of the options at issue. Chapters focus on: the purpose and impact of federal postsecondary education policy; reauthorization and funding of federal grants to students; reauthorization of student loans; efforts to remove nonfinancial impediments to equal educational opportunity; and overall budget implications of future federal policy for student assistance. (Author/MSE)

ED 187 273 HE 012 748

On Campus with Women, No. 24, Summer/Fall 1979.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Pub Date-79
Note-19p.
Available from-Association of American Colleges, 1818 R Street N.W., Washington, DC 20009.
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, Career Development, College Admission, College Faculty, College Students, Compensation (Remuneration), Equal Education, Equal Opportunities (Jobs), Federal Legislation, *Females, Fringe Benefits, Graduate Study, Grantsmanship, Grievance Procedures, *Higher Education, Information Sources, Legal Responsibility, Minority Groups, Quotas, Rape, Reentry Students, Reentry Workers, Scientists, *Sex Discrimination, Tenure, *Women Faculty, *Womens Athletics, *Womens Education, Working Hours
Identifiers-*Title IX Education Amendments 1972

Addressed in this issue are: Title IX (right to sue, coverage of employment, a women's reentry program in violation of the law, law students filing a complaint, and disclosure of campus policies); sports (males on female teams, a statewide women's sports group, the average woman and sports, and a bibliography); employment (race preference in affirmative action, faculty salaries, tenure, career patterns of women in education, paternity leave, discrimination in fringe benefits, alternative schedules, career development); women's education (quotas in college admission, enrollment trends, graduate school programs especially for women, a study of sex roles, women's centers, data on women in academe, women's studies, off-campus work programs, sexism in counseling and therapy); sexual harassment and rape (within the faculty or between faculty member and student); women in science (graduate study, barriers, and discrimination); reentry women (career change, returning women); and general resources (a proposal critique service, information dissemination, and others resources). (MSE)

ED 187 274 HE 012 750

Brigman, S. Leellen Stager, Susan Ferencz

An Examination of the Characteristics of Voluntary College Stopouts, Dropouts and Transfers.

Pub Date-Apr 80

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability, *Academic Persistence, Career Choice, *College Environment, *College Students, Dropout Attitudes, Dropout Research, *Dropouts, Higher Education, Private Colleges, *School Holding Power, School Surveys, Student Motivation, Tables (Data), Transfer Students

Identifiers-*Indiana University, *Stopouts

Freshmen entering Indiana University in 1974 and leaving after two years but in good academic standing were surveyed in 1977. Those who were re-enrolled in an Indiana University System institution (57 students) were surveyed apart from the 303 students who had not re-enrolled. Academic and biographical information was gathered from school records. Respondents included 58 percent of the stopouts and 54 percent of the dropouts. Seventeen dropouts were eliminated for a variety of reasons. Results suggest that the voluntary withdrawals have individual characteristics required for goal and institutional commitment: ability and pre-college school experiences. Among those that withdrew there was strong indication that it was not a permanent withdrawal from higher education. Transfers tended to leave to find programs not offered at Indiana University. For stopouts and those discontinuing their education the problems encountered with the academic environment are more personal: dissatisfaction with the academic environment, absence of personal career goals, and financial problems. The end of the second year of college is seen as a crucial time, and it is concluded that retention programs focusing on academically capable students such as these will be more difficult to develop; they may not result in immediate retention but rather in increasing the likelihood that the student will return to the university in the future. Data tables with survey responses and compilations are appended. (MSE)

ED 187 275 HE 012 751

Fincher, Cameron

Linking Faculty Evaluation and Faculty Rewards in the University. Issues in Higher Education, Number 16, 1980.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-80

Note-7p.

Available from-Southern Regional Educational Board, 130 Sixth Street, N.W., Atlanta, GA 30313

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Compensation (Remuneration), Evaluation Criteria, *Faculty College Relationship, Faculty Development, *Faculty Evaluation, Higher Education, *Incentives, Merit Rating, *Professional Recognition, Reputation, Rewards, Statistical Analysis, *Teacher Salaries

The way in which faculty reward is linked to faculty evaluation is examined. It is contended that faculty reputations continue to be important to instructional images and professional advancement of the individual and are dominant in many systems of faculty evaluation. The contradiction when faculty are evaluated on the basis of performance and then rewarded on the basis of reputation is noted. The determinants of faculty salaries appear to be a complex mixture of status or rank, preparation or background, research or scholarly achievement, and professional reputation. Additional trends and factors that must be considered in planning for effective reward systems include inflation, the changing missions of many institutions, and affirmative action and other efforts to reduce discriminatory practices in higher education. One weakness of current faculty development programs is their lack of firm linkage to institutional incentives and rewards. Among the possible approaches that might be effective for faculty development and the

improvement of instruction would be the establishment of pay scales that are truly meritorious. (SW)

ED 187 276 HE 012 752

Postsecondary Educational Supply and Occupational Demand in Texas for the Period of 1977-1983. Supplement to the State 1202 Commission March 1978 Report.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date-Jan 80
Note-210p.; For related document see ED 153 679
Available from-Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-College Graduates, Degrees (Academic), *Demand Occupations, *Educational Demand, Educational Supply, *Employment Opportunities, Employment Projections, Higher Education, Intellectual Disciplines, Labor Market, *Labor Supply, Majors (Students), Occupational Surveys, *Postsecondary Education, Private Colleges, Professional Occupations, Skilled Occupations, Specialization, State Colleges, Technical Education, Technical Institutes, Technical Occupations, Two Year Colleges, Vocational Education
Identifiers-*1202 Commissions, *Texas

An update to the Texas 1202 Commission March 1978 report on postsecondary educational supply and occupational demand is presented. The source of data was survey results from 31 public senior colleges, 20 private senior colleges, 55 public junior colleges, and Texas State Technical Institute. This report focuses on specific jobs and specific degrees. For each program area, information is presented on the market ready supply expected in 1980; the total expected job openings in Texas; the percent of job openings expected in 1980 in directly related occupations, closely related occupations, and generally related occupations. Information about short-term employment opportunities by program area for baccalaureate level and professional or graduate level graduates is included. Related occupations for each program area are also listed. Separate sections are provided for senior college programs and vocational education programs in Texas. (SW)

ED 187 277 HE 012 753

Powell, Ray M.

Budgetary Control Procedures for Institutions.

Pub Date-Feb 80

Note-353p.; Notre Dame Studies in the Management of Not-for-Profit Organizations

Available from-University of Notre Dame Press, Notre Dame, IN 46556

Pub Type- Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Accounting, *Administration, Administrator Guides, *Budgeting, *Budgets, Buildings, College Administration, Colleges, Cost Effectiveness, Educational Finance, Expenditures, Higher Education, Hospitals, Income, Input Output Analysis, Money Management, Needs Assessment, *Nonprofit Organizations, Operating Expenses, Program Budgeting, Recordkeeping, Records (Forms), *Resource Allocation

Budgetary control procedures for not-for-profit institutions are presented in this compilation of budgetary materials and ideas gathered at the Program for Institutional Administrators at the University of Notre Dame. Budgetary reporting and control are suggested as the most effective tools for coordinating and controlling the acquisition and use of a moderately sized or large institution's resources. Chapters cover various aspects of budgetary control, each offering an introduction, subject break-down, summary, questions, and various appendices related to the area discussed. Chapters include: budgetary control for institutions; budgeting institutional revenues; budgeting institutional operating expenses; budgeting institutional land, buildings, and equipment acquisition; budgeting institutional cash balances; and reporting against institutional budget. Numerous figures provide information on program descriptions, progress reports, capital budget, income and expense budget, operating revenue, requisitions, worksheets for budget statements, daily cash report, departmental expense budget, and suggested organization for institutions of higher education. An index is provided. (LC)

ED 187 278 HE 012 754

King, George V.

Deferred Gifts: How to Get Them. Fourth Edition.

Fund-Raising Inst., Ambler, Pa.

Pub Date-80

Note-198p.

Available from-Fund-Raising Institute, Box 365, Ambler, PA 19002 ($39.00)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Administrator Guides, Advertising, Educational Finance, *Fund Raising, Guidelines, Higher Education, Income, Industry, *Nonprofit Organizations, *Philanthropic Foundations, *Private Financial Support, *Program Administration

Identifiers-Direct Mail, *Donors, *Planned Giving

A nontechnical guide on practical promotional and managerial aspects of deferred giving is presented to aid nonprofit organization executives. Contents include the following topics: types of deferred gifts; organizing the deferred giving program; staffing the program; recognizing the deferred gift prospect (age, past interest in your program, family situation, referrals); finding donors by direct mail; advertising for deferred gifts; finding donors through seminars; the face-to-face approach; the technical team and locating the best trustee; standards for gifts and beneficiaries; writing an effective operations manual and plan; government approvals; suppliers of deferred giving services; and a 12-step plan for creating a deferred giving program. Sample forms and a listing of most major firms indicating what deferred giving services they supply are included. (SW)

Richardson, Joe M.
A History of Fisk University, 1865-1946.
Pub Date-Mar 80
Note-227p.
Available from-The University of Alabama Press, P.O. Box 2877, University, AL 35486 ($19.50)
Pub Type- Historical Materials (060) - Books (010)
Document Not Available from EDRS.
Descriptors-Activism, Alumni, *Black Colleges, *Black Education, Black History, *College Environment, College Faculty, College Presidents, *Educational History, Higher Education, Private Colleges, Social Influences, Trend Analysis
Identifiers-Fisk University TN

Covering the period from the beginnings of Fisk University through World War II, this narrative reviews the social and academic history of the institution. The problems of private universities, compounded by being black, are highlighted as are several events such as the student revolts of 1924-25, the appointment of the university's first black president, and the various socio-economic realities that impacted upon Fisk University's development. Chapters include: Laying the Foundation; From School to College; the Jubilee Singers; Era of Construction and Definition: 1875-1900; Head or Hand; Growth With McKenzie; The Student Revolt; A New Era; The Good Years; Depression and World War; Fisk as a Center of Scholarship and Culture; The Extracurriculum; and Alumni. Notes are provided for each chapter. Also provided are a list of illustrations, a bibliography, and an index. (LC)

ED 187 280 HE 012 756

Requirements for the Ph.D. A Policy Statement.

Council of Graduate Schools in the U.S., Washington, D.C.
Pub Date Apr 79

Note-20p.
Available from-Council of Graduate Schools in the United States, One Dupont Circle, Washington, DC 20036.
Pub Type- Guides - General (050) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Administrator Guides, Credentials, Curriculum Design, *Degree Requirements, *Doctoral Degrees, *Doctoral Dissertations, *Doctoral Programs, *Graduate Study, Higher Education, Position Papers, Research Projects, Residence Requirements, Testing Programs

Requirements for the Doctor of Philosophy degree are listed and explained. The intent is to present the prospective Ph.D. student with a reasonably clear picture of the tasks to be completed, the level of performance to be achieved, and the expected schedule for completion of the degree. University faculty and academic administrative officers may compare doctoral requirements in their institutions with these standards, while the public may get some idea of the impressive credentials doctoral students carry. Typical requirements include: satisfactory performance on comprehensive examinations, foreign language and/or research tool competency examinations, a period of residency, completion of a dissertation and a time limit for the validity of work done and the completion of all work requirements. Within a rigorous course of doctoral study, the prospective Ph.D. student is also expected to be well informed of administrative organization, academic programs, prerequisites for admission, mastery-of-fields examinations, research qualifications, residency rules, training experience, and registration deadlines connected with completion of a doctoral degree. The culmination of doctoral study, the dissertation, should be a distinct contribution to knowledge and of sufficient value to warrant its publication in a reputable journal, or as a book or monograph. The following aspects of preparing the dissertation are discussed: nature and purpose, scope, selection of topic, advisory committee approval, off-campus research, format, joint authorship, classified research and final oral and/or written defense and review. (DC)

Goldman, Alan H.
Justice and Reverse Discrimination.
Pub Date-79
Note-251p.
Available from-Princeton University Press, Princeton, NJ 08540 (cloth $16.50; paper $3.95)
Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Access to Education, Civil Liberties, *Civil Rights, *Competence, *Court Litigation, *Discriminatory Legislation, Employment Practices, Equal Education, *Equal Opportunities (Jobs), Equal Protection, Justice, Racial Discrimination, *Reverse Discrimination, *Selective Admission, Sex Discrimination, Social Bias

Defining reverse discrimination as hiring or admissions decisions based on normally irrelevant criteria, this book develops principles of rights, compensation, and equal opportunity applicable to the reverse discrimination issue. The introduction defines the issue and discusses deductive and inductive methodology as applied to reverse discrimination. Part Two (Awarding Positions by Competence) examines desirable positions, rejection of alternative rules, and qualifications. Part Three (Compensation and the Past) studies the principle of compensation, group liability, individual competency, and the various levels of discrimination and compensation. Part Four (Equal Opportunity and the Future) examines utility and rights, and affirmative action. Among the conclusions are: those most competent for positions acquire the rights to those positions; hiring by competence was held preferable to such alternatives as random lotteries for fulfilling positions; strong reverse discrimination is justified for such individuals according to the precept that the principle of compensation is to take precedence over further applications of the distributive rule; and preferential treatment was held unjustified when directed indiscriminately towards members of groups defined only by race or sex. An index, a selected bibliography and notes on each chapter are provided. (LC)

ED 187 282 HE 012 759

Sorcinelli, Mary Deane
Faculty Attitudes at Indiana University School of Dentistry.
Indiana Univ., Bloomington. School of Dentistry.
Pub Date-Jun 78
Note-105p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Choice, Compensation (Remuneration), *Dental Schools, Educational Quality, Faculty College Relationship, Faculty Promotion, Faculty Workload, Higher Education, *Job Satisfaction, *Medical School Faculty, Organizational Climate, *Participant Satisfaction, Private Colleges, Professional Education, Questionnaires, Research Opportunities, Retrenchment, Self Evaluation (Individuals), Student Teacher Relationship, *Teacher Attitudes, Teacher Effectiveness, Teacher Salaries, Teaching (Occupation), Tenure
Identifiers-*Indiana University

Dental educators' attitudes toward academic life are examined through structured, in-depth interviews with 122 full- and part-time faculty at Indiana University School of Dentistry. Results showed that the major reasons for choosing an academic career were influence of a faculty member or dean, interest in the subject matter, economics, and a means to keep current in the field. The satisfactions of an academic career included relationships with students, the act of teaching, and interactions with colleagues. The major dissatisfactions included: effects of financial cutbacks; lack of recognition and reward (non-salary); lack of time for research, teaching and service responsibilities; and low salary. Among the satisfactions with the Indiana University School of Dentistry were academic challenge and freedom, relationships with colleagues, the school's national reputation, and relationships with students. Dissatisfactions with the school involved the decline in the quality of education offered, effects of financial cutbacks, low salary, and administrative and departmental organizational problems. More than three-fourths of the respondents had no systematic method for assessing their teaching effectiveness. Research was reported as the major criterion for awarding tenure and promotion although two-thirds indicated their major interest and involvement was in teaching activities. The questionnaire is appended. (Author/MSE)

ED 187 283 HE 012 761

Cosby, Arthur G.

The Southern Survey of Agricultural Majors: Some Implications for the Future of Higher Education in Agriculture.

Pub Date- 80

Note-7p.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agricultural Colleges, *Agricultural Education, Agriculture, *College Students, Enrollment Trends, *Females, Higher Education, *Majors (Students), *Males, Rural Environment, Sex Role, Student Characteristics, Student Needs

Identifiers-*United States (South)

Some implications of the Southern Survey of Agricultural Majors for the training of agricultural professionals are examined. Women agricultural majors were found to be playing a role in the recent growth in enrollment. Females were found to be less likely than male students to have parents who own farms. It is claimed that agricultural education in the university is losing its rural tradition, and the female student is a key actor in the process. The desire to work with animals or some equivalent orientation seems to be an important career motivation for many women students. For both men and women in the study, there seems to be a strong emphasis for the desirability of rural residence and rural lifestyle associated with the selection of agriculture. The survey also includes information about the sex-role attitudes of the students, which may have an impact on colleges of agriculture. This new enrollment of women will place demands for changes in curriculum, counseling, and placement. Changes affecting higher education in agriculture are discussed in terms of a particularistic versus a generalistic agenda of learning. (SW)

ED 187 284 HE 012 762

Powell, T. Hennessy

An Instructional Alternative for College Instructors: PSI

Pub Date- 80
Note-36p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *College Instruction, *Competency Based Education, Educational Objectives, Higher Education, *Individualized Instruction, Instructional Improvement, Mastery Learning, Pacing, Research Needs, Student Teacher Relationship, Systems Approach, *Teacher Effectiveness, Teacher Improvement, Teaching Assistants, *Teaching Methods
Identifiers-*Personalized System of Instruction

It is proposed that the only technology that has consistently been effective over traditional education approaches is the personalized system of instruction (PSI). An overview is given of the purpose, origin, development, and use of the system. The five critical components are outlined: use of student assistants, emphasis on the written word in student-teacher communication, use of lectures and discussions as a means of inspiration and motivation rather than a source of critical information, the unit perfection requirement for advancement, and working at the student's own pace. Another essential feature is a set of detailed performance objectives. Research on the effectiveness of the method is reviewed. Problems in implementation are also addressed, and some recommendations are made, including future research needs. It is concluded that college instructors could improve their teaching by implementing PSI as a major teaching method, and that PSI provides colleges with one technology to bring about changes for more effective instruction. A list of references and a PSI flow chart are included. (MSE)

ED 187 285 HE 012 766

Balch, Pamela M.

Faculty Evaluation in Higher Education: A Review of Court Cases and Implications for the 1980's.

Pub Date-80

Note-50p.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, Administrator Attitudes, Administrator Role, *College Faculty, *Court Litigation, *Evaluation Criteria, Evaluation Methods, Faculty College Relationship, *Faculty Evaluation, Higher Education, Institutional Autonomy, Organizational Climate, Organizational Communication, Recordkeeping, Retrenchment, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Behavior, Teacher Dismissal, *Teacher Role

Identifiers-West Virginia

A study of purposes, processes, and results of faculty evaluation in higher education looks at court litigation and the criteria used or not used in evaluation: student evaluation, peer evaluation, and faculty qualities examined in courts (defamation of character, immorality, overt undesirable behavior, incompetence, lack of qualifications). Methods used by West Virginia in handling faculty evaluation are examined. It is concluded that thorough faculty evaluation will be more important than ever in a period of retrenchment. It is found that the courts have generally taken a hands-off approach to evaluation, or have supported the institutions if they followed appropriate procedures, recognizing the necessity for institutional autonomy in such matters. Guidelines and future considerations for both faculty and administrators are given. It is recommended that faculty maintain good contacts with administrative authority; have a third party present when dealing with a difficult situation with students or administrators; keep written memos and full records; design and use student evaluations; avoid verbal attacks on administrators; keep current on laws, regulations, and policies that might affect the teaching position; and keep out of categories such as immoral, behaviorally undesirable, or incompetent''. It is recommended that administrators: keep aware of policies and regulations; be aware of their roles in carrying out these practices; keep to relevant issues and procedures in evaluation; guarantee that evaluators are competent; maintain communication with faculty; use legal counsel, be consistent, and create an atmosphere of fairness. (MSE)

ED 187 286 HE 012 772

Abadzi, Helen

The Training of Psychologists in Venezuelan Universities.

Pub Date- 80

Note-31p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Allied Health Occupations Education, Articulation (Education), College Faculty, *Comparative Education, *Foreign Countries, Graduate Study, Higher Education, *Psychologists, *Psychology, *Undergraduate Study

Identifiers-*Venezuela

The training of psychologists in Venezuelan universities is examined.

Information is provided on the following: student admissions, tuition, libraries, laboratories, textbooks, the training of professors, employment practices for professors, the structure of undergraduate courses through chairs, tenure, degrees offered, and the university programs offered in psychology and the institutions offering them, A comparison of Venezuelan and U.S. psychology programs is presented. The Venezuelan psychology program is an undergraduate five-year program. Masters degrees and doctorates are at present optional degrees for specialized further study. Undergraduate students receive professionally oriented training with few liberal arts courses, and after graduation are expected to practice in all areas of psychology. It is concluded that graduates of Venezuelan schools of psychology are well qualified for U.S. graduate programs. (SW)

ED 187 287 HE 012 773

Lynch, James

An Alternative for the College-bound Senior: CEEB-AP or College Courses.

Pub Date-30 Mar 80

Note-13p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (March 30, 1980). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted, Advanced Courses, *Advanced Placement Programs, *Articulation (Education), *College Bound Students, *College Credits, College Curriculum, *College Entrance Examinations, College School Cooperation, Educational Attainment, Higher Education, High School Students, Secondary Education, Transfer Policy

Identifiers-*Advanced Placement Examinations (CEEB)

The use of advanced placement in high school through the College Entrance Examination Board test and the offering of college courses for students at the high school level are considered. A survey of colleges and universities on the waiving of courses versus actual credit granting, the transferability of college credits earned while in high school, and specific policies governing both these programs was conducted. The difficulty of locating the formal policy concerning the evaluation for advanced placement at various colleges and universities is noted. Since most colleges accept advanced placement but have different policies about the awarding of credit or waiving of courses, students need to obtain a statement in writing from the college they wish to attend on the method they use. The survey data indicate that approximately 50 percent of students applying for advanced credit receive the credit or the right to waive a course. Colleges do not grant credit for the same course for the same grade obtained on the advanced placement test. The need for colleges to respond to high school requests for information about specific courses being exempted and the credit awarded is stressed. The teaching of college courses by high school teachers is discussed as an alternative to the advanced placement test. Difficulties in negotiating this type of arrangement are noted, and suggestions for dealing with complications are offered. (SW)

ED 187 288 HE 012 778

Howe, Florence Lauter, Paul

The Impact of Women's Studies on the Campus and the Disciplines.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Note-144p.

Available from-Social Processes/Women's Research Team, National Institute of Education, Mail Stop 7, 1200-19th Street, N.W., Washington, DC 20208

Pub Type- Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Curriculum, *Curriculum Evaluation, Data Bases, Educational Policy, Females, *Feminism, Formative Evaluation, Higher Education, *Intellectual Disciplines, *Professional Associations, Research Needs, Self Evaluation (Individuals), *Womens Studies

The impact that the over 300 women's studies programs have had on the institutions that house them and on academic professional associations is studied in this monograph. It is based on a review of limited literature evaluating the impact of women's studies, as well as on materials from 119 women's studies programs, and some 57 professional societies, women's caucuses, and commissions. The major impact of women's studies is the establishment of a curricular unit, called a women's studies program, on a campus. The early emphasis on normative evaluation of these studies, the shift to formative evaluation, and the current context of evaluation are discussed. The formation and growth of professional women's groups and activities of groups surveyed are considered. Funding for the establishment of a longitudinal data base on women's studies is suggested. Recommendations on key issues in policy and research concern curriculum, faculty, institutionalization, and graduate study. A literature review, bibliography, and information on the University of Minnesota's Women's Studies Self Survey Report are included. (SW)

Maxfield, Betty D. Henn, Susan M.
Employment of Humanities Ph.D.'s: A Departure from Traditional Jobs.
National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-80
Note-80p.
Available from-National Academy of Sciences, Washington, DC
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Rank (Professional), College Faculty, Comparative Analysis, *Doctoral Degrees, *Employment Level, Females, Graduate Surveys, Higher Education, *Humanities, Income, Males, National Surveys, Statistical Data, Teacher Salaries, *Vocational Followup

The employment status of humanities doctorates is analyzed based on results of the National Research Council's 1977 Survey of Doctorate Recipients and on annual surveys of newly earned doctorates. The analyses pertain to the 60,140 humanists estimated to be in the U.S. labor force in February 1977. The study sample earned their Ph.D.'s within the period of January 1, 1934 through June 30, 1976. Although the number of Ph.D.'s awarded in the humanities has increased steadily since the 1920's, a decline has occurred since the mid-1970's. A larger proportion of women than men humanities Ph.D.'s were unemployed and seeking employment, and 78 percent of women humanities Ph.D.'s were full-time employed compared with 94 percent of the men. Information is also presented on field mobility of humanities Ph.D.'s, type of employer, primary work activity, mean annual salary, ranks of the academically employed, tenure in universities and four-year colleges, faculty salaries in universities and four-year colleges, and primary work activity in academe. The employment status of the most recent humanities Ph.D.'s, those awarded degrees between 1972 and 1976, is examined separately. Sample survey forms are included. (SW)

ED 187 290 HE 012 781

Shulman, Carol Herrnstadt

Faculty Ethics: New Dilemmas, New Choices. AAHE-ERIC/Higher Education Research Currents, June 1980.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 80

Note-5p.

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Codes of Ethics, *College Faculty, Confidentiality, *Consultants, *Ethics, Higher Education, *Moral Values, *Multiple Employment, *Role Conflict, Teacher Responsibility, Teacher Role

Identifiers-Central Intelligence Agency, *Conflict of Interest

Faculty ethics are considered in relation to conflict of interest between academic work and nonacademic consulting jobs, confidentiality of research, the employment of faculty by intelligence agencies, and the need for self-regulation by the academic community. For faculty members who serve as consultants, ethical issues arise concerning the use of university facilities, time, and resources in connection with outside commitments. Researchers who initiate or orient their research to meet the sponsoring agency's need without notifying the university and the sponsoring agency face potential ethical conflicts. A researcher involved in government-sponsored research who also serves as a consultant to a federal agency faces potential conflict of interest, as does the faculty member who transfers from an academic setting to the government and back again. Campus-based and free-standing research groups face an ethical dilemma in the conduct of their research: basic intellectual and scientific values require them to publish their findings, but ethical obligations to research sources and other considerations may necessitate that some data be kept confidential. Faculty members face ethical dilemmas when they have a covert relationship with the CIA on the campus or abroad. Since ethical codes may be difficult to develop and implement, it is suggested that the academic community has an obligation to foster forums to consider the development of guidelines that address faculty's ethical concerns. (SW)

ED 187 291 HE 012 782

Staats, Elmer B.

The College Housing Loan Program: More Effective Management Needed. Report by the Comptroller General of the United States.

General Accounting Office, Washington, D.C.
Report No.-B-197587; CED-80-75
Pub Date-26 Mar 80
Note-44p.
Available from-U.S. General Accounting Office, Washington, DC 20548 ($1.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Housing, *Construction Programs, Decision Making, *Energy Conservation, *Federal Aid, Federal Government, *Financial Aid Applicants, Financial Support, Higher Education, *Program Administration, Program Proposals
Identifiers-Department of Education, *Department of Housing and Urban Development

Results of an investigation of the Department of Housing and Urban Development's (HUD's) administration of the college housing loan program are presented. Management weaknesses in the selection of projects for funding and delays in final approval of loan agreements are discussed. The review concentrated largely on construction projects, but limited information on the status of energy conservation projects is included. It is claimed that HUD's process for selecting projects is inadequate to ensure that only essential projects based on current severe housing shortages are funded. Additionally, the formula HUD uses to make funding decisions is claimed to provide inadequate information. Long delays in the final approval of loan agreements for successful applicants are claimed to have resulted in cost increases and lost energy savings. Among the recommendations made by the General Accounting Office to HUD and the Department of Education which will administer the program after fiscal year 1980, are the following: project selection criteria should be reviewed and revised; and attention should be given to applications from schools that have not previously housed their students to assure housing is not being requested to expand the schools' enrollment market. (SW)

ED 187 292 HE 012 783

Funding Mechanisms: Balancing Objectives and Resources in University Research.

National Commission on Research, Washington, D.C.
Pub Date-May 80
Note-52p.
Available from-National Commission on Research, Suite 1003, 2600 Virginia Avenue, NW, Washington, DC 20037 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Colleges, *Federal Aid, *Financial Policy, *Financial Support, *Government School Relationship, Higher Education, Research and Development Centers, *Research Projects, *Universities
Identifiers-*Research Universities

The system of funding mechanisms through which the federal government supports research performed in universities is reviewed. Problems in the system and conclusions/recommendations for its improvement are discussed. The historical development of federal government interest in support of research, particularly research performed in universities, is described. Funding mechanisms used to support academic research, the views of government and research universities about the funding practices, and the issue of university-based research centers and their potential effects on the character of the research universities are considered. Among the problems in the current system of funding mechanisms are a rapidly developing equipment inadequacy problem, inadequate provision for new research initiatives and for sustaining research capacity, and erosion of institutional support for research in the humanities and social sciences. (SW)

ED 187 293 HE 012 784

Review Processes: Assessing the Quality of Research Proposals.
National Commission on Research, Washington, D.C.
Pub Date-May 80
Note-31p.
Available from-National Commission on Research, Suite 1003, 2600 Virginia Avenue, NW, Washington, DC 20037 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, Colleges, *Evaluation Criteria, *Federal Aid, Federal Government, Financial Support, *Government School Relationship, Higher Education, Peer Evaluation, Program Evaluation, *Quality Control, Research Projects, *Research Proposals, *Universities
Identifiers-Research Universities

Issues concerning review processes used to select research to be performed in universities and sunported by the federal government are discussed. Recommendations regarding review processes, with special emphasis on the peer review system, are offered. It is proposed that review processes serve government and researchers' purposes of assuring that taxpayer dollars have been invested in high quality research and that the judgments made leading to the investment in research have been equitable and discerning. Systems of review used by the following large funding agencies are briefly described: National Institutes of Health, National Science Foundation, Department of Defense, Department of Energy, Department of Agriculture, and the National Aeronautics and Space Administration. Some of the problems caused by the need for review processes are examined, as are criticisms of peer review in particular. (SW)

ED 187 294 HE 012 793

Cesa, Thomas A.

Undergraduate Leavers and Persisters at Berkeley: Results of a Telephone Survey Conducted in Spring 1979.

California Univ., Berkeley.

Pub Date-12 Apr 80

Note-55p.; Based on a speech presented at the Annual Conference of the California Association for Institutional Research (10th)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Persistence, *College Freshmen, *College Transfer Students, Comparative Analysis, *Dropout Characteristics, Followup Studies, Higher Education, Institutional Research, School Holding Power, School Surveys, Statistical Analysis, *Student Attrition, Student Motivation

Identifiers-*University of California Berkeley

Results of a 1979 telephone survey of undergraduate leavers and persisters and the University of California, Berkeley campus are presented. One hundred and fifty new freshmen and new junior transfer students entering in the fall quarter of 1977 who were not enrolled by winter quarter 1979 or had not graduated were surveyed and compared to 56 students who did not leave. Students admitted with some of the usual entrance requirements waived were also studied. A high proportion of students with grade point averages of less than 2.00 on a 4.00 scale cited their poor academic performance as a reason for leaving. The main reason stated for leaving, across all leavers, was a lack of motivation. Most of those who left became students elsewhere, with the majority transferring to a community college. Of those who left to become employed, seven out of ten became fully employed and half considered themselves full-time permanent employees. There were many response similarities between the leavers who entered as freshmen and those who entered as juniors. Suggestions for decreasing attrition are included. (SW)

ED 187 295 HE 012 794

Cantwell, Zita M.

Coordination of Roles of Academic Departments, Evaluation Units, and Institutional Planning Units in Evaluating Educational Program and Student Performance Outcomes.

Pub Date- Sep 78

Note-12p.; Based on a paper presented at the General Conference of the IMHE Programme, Office of Economic Cooperation and Development (4th, Paris, September 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Accountability, College Planning, College Students, *Coordination, Departments, *Educational Assessment, Educational Cooperation, Educational Planning, Higher Education, Models, *Organizational Communication, *Student Evaluation

Coordination of roles of academic departments, evaluation units, and institutional planning units is advocated as an effective approach to evaluating educational program and student performance outcomes. A model to effect this coordination is described in terms of purposes, characteristics, and structure. In the process model, four guideposts, each with categories of activities, are described to identify critical stages in the coordination: (1) listening/clarification; (2) consultation/planning, including pilot/review; (3) implementation; and (4) interpretation of findings, which leads back into listening/clarification. It is claimed that application of the model can foster development of continuous evaluation procedures and long-range

evaluation planning as well as incorporation of evaluation results in academic administrative decision-making. In addition, effects of the application of the model are claimed to act as deterrents to or correctives of tendencies toward status quo'' bias. (SW)

ED 187 296 HE 012 806

Bose, Christine E. Priest-Jones, Janet

The Relationship Between Women's Studies, Career Development, and Vocational Choice. Women's Studies Monograph Series.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Note-71p.

Available from-Social Processes/Women's Research Team, National Institute of Education, Mail Stop 7, 1200 19th Street, N.W., Washington, DC 20208

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Choice, *Career Development, *Education Work Relationship, *Females, Higher Education, Information Needs, *Occupational Aspiration, Research Projects, Vocational Adjustment, Vocational Interests, *Womens Studies

The literature on the relationship of women's studies to career development and vocational outcomes is reviewed, and needs and strategies for future research are considered. The sociological studies of women's career aspirations tend to stress the importance of family background variables. Most of the sociological data examine whether women choose paid employment, rather than the kind of employment. Studies in guidance counseling, vocational education, and continuing education agree that more support programs and/or institutional services will be needed if women are to develop nontraditional vocational choices. Few research projects at a national level have sought to examine women's studies programs, and there are no systematic data available on the variety or frequency of career formats. Studies on services of women's studies programs, the impact of these programs on graduates, and the impact of one or more courses are cited. It is concluded that the data pool currently is too small and not systematic enough to answer accurately the detailed questions on career development, aspirations, and vocational outcomes that were sought in the present research. Four policy issues that relate to research on women's studies and career development are discussed, and a bibliography is presented. (SW)

Meeker, Josephine P., Ed.

Life Long Learning: Rhetoric or Reality? Proceedings of the Annual Meeting, Association for Continuing Higher Education (41st, Toronto, Canada, November 4-8, 1979).

Association for Continuing Higher Education, Knoxville, Tenn.
Pub Date-8 Nov 79
Note-155p.
Available from-Association for Continuing Higher Education, The University of Tennessee at Knoxville, Knoxville, TN 37916
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Adult Students, Computer Oriented Programs, *Continuing Education, Continuing Education Units, Disabilities, Educational Counseling, Faculty Development, Females, Government School Relationship, *Higher Education, *Lifelong Learning, Middle Aged Adults, Program Development, Public Relations, Reentry Students, Rural Areas, School Registration, *Womens Education
Identifiers-*Association for Continuing Higher Education

Proceedings of the 1979 annual meeting of the Association for Continuing Higher Education concerning the topic of lifelong learning are presented. The past, present, and future of lifelong learning and the adult learner were considered in addresses and discussion. Workshops addressed the following areas: integration and development of adjuncts clinic; a problem clinic for private colleges; innovations in registration procedures; creative program development; the pros and cons of continuing education units; current problem clinic for old timers; adult learning research; women as a growing clientele; building basic skills with computer-based education (Control Data-PLATO); in-house counseling vs. external brokering; marketing and promotion; faculty control; government relations and lobbying; experiential learning; program evaluation; fund raising; rural evaluation; education for the handicapped; education for older adults; and continuing education for professions. Information on association business and changes is appended. (SW)

ED 187 298 HE 012 942

Lindsay, Carl A. Toombs, William

Continuing Professional Education and the University: The Practice Audit Model as a Process for Needs Assessment and Program Development.

Pub Date-Mar 80

Note-29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 1980).

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Higher Education, *Interprofessional Relationship, Models, Needs Assessment, *Professional Associations, *Professional Continuing Education, *Professional Occupations, *Program Content, *Program Development

Identifiers-*ASHE Annual Meeting 1980

A context for continuing professional education is given, and a process of encouraging the university and practicing professionals to combine efforts for program quality. A Practice Audit Model is proposed to facilitate this relationship; it is a systematic process for identifying the educational needs of the practitioner who has a well-developed professional organization. The model also includes a generalized and systematic procedure for assessing the relative importance of these needs and for translating them into educational programs for the professional target group. A recent experience with pharmacists is described that illustrates the use of the model in developing continuing professional education options. Consideration is given to the method of collaboration between professional group and university to maximize the effectiveness of the entire process. References are provided. (Author/MSE)

IR

Lucas, William A. Adams, William C.

An Assessment of Telephone Survey Methods.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-Rand-R-2135-NSF
Pub Date-Oct 77
Contract-SOC76-14845
Note-73p.
Available from-Rand Corp., Santa Monica, CA 90406 ($5.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Evaluation Methods, Interviews, *Research Methodology, *Sampling, *Surveys, Tables (Data), *Telephone Communications Industry

This report documents a methodological study conducted for the National Science Foundation to investigate the effects of different media environments on relationships between local television news viewing and local knowledge. The study serves two purposes: it establishes the reliability of data collected in an investigation by Rand of the effects of local media in seven western Pennsylvania cities and records the methodology used in that investigation; and it contributes to a general understanding of the strengths and weaknesses of telephone surveys for studying political and communications behavior.

A review of the relevant literature, which was the basis for the original research implemented by Rand, indicated that the telephone was the preferred means of collecting data on citizen media use and political knowledge. (Author/JEG)

ED 187 300 IR 008 244

Grundin, Hans U.

Open University Broadcasting: Results of the 1978 Survey and Overviews of Survey Results. 1974-1978. Part I: Text. No. 116. Part II: Appendices. IET Papers on Broadcasting.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-Jul 79

Note-93p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Educational Television, Higher Education, *Nonformal Education, Programing (Broadcast), Questionnaires, Surveys, Tables (Data), Television Curriculum, *Television Surveys, *Television Teachers

Identifiers-*Open University (Great Britain)

This survey was designed to complement the information obtained in previous surveys by concentrating on two categories of courses: new courses since the previous survey (12 undergraduate and two short courses) and courses which had lost their television repeats since the previous survey (23 undergraduate courses). The aims of this survey were to assist policy making and planning in the broadcasting area, and the decision making of the Broadcast Sub-Committee; and to furnish individual course teams with summative evaluation data on broadcasting. The survey dealt only with such questions as broadcast usage and appreciation in individual courses and not with general questions such as students' access to the media. Questionnaires were mailed in November, immediately after the end of the examination period, and up to two reminders were sent to students who did not return their questionnaires. Part one of this document contains the text of the survey, while appendices with tables and questionnaires are included in the second part. (Author/JEG)

ED 187 301 IR 008 249

Lamiell-Landy, Ann And Others

An Evaluation of the Television Reading Project. Final Report.

Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency-Capital Cities Communications, Philadelphia, Pa.
Pub Date-79

Note-259p.; For related documents, see IR 008 250.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, Evaluation Methods, *Instructional Materials, Program Evaluation, *Programing (Broadcast), *Reading Achievement, Reading Materials, *Student Attitudes, *Teacher Attitudes
Identifiers-*Television Reading Program

This evaluation report is based on several types of data collected during the 1978-79 school year for the Television Reading Program (TVRP), a supplemental reading instruction project which is based on commercial television programs aired at prime time scripts of TV programs with high popular appeal for youth serve as the basis for instructional activities designed to enhance reading achievement in upper elementary through lower high school grades. The effects of the program on reading achievement were assessed through an objective referenced test constructed by the California Test Bureau, and through standardized norm referenced tests which were routinely used by several of the districts. Student motivation was assessed through self report data provided by a reading questionnaire and through observation of TVRP and non-TVRP classes using an instrument specifically designed for reading achievement. Evaluations of three of the seven lessons by TVRP teachers suggest that materials are popular, fill a need, and depend on the actual script used for their appeal. Evidence also suggests that the TVRP enhances specific reading achievement skills, results in improved classroom behaviors, and constitutes a useful set of supplemental materials. (Author/JEG)

ED 187 302 IR 008 250

Lamiell-Landy, Ann And Others
An Evaluation of the Television Reading Project: Executive Summary.
Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency-Capital Cities Communications, Philadelphia, Pa.
Pub Date-78
Note-28p.; For related documents, see IR 008 249.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Methods, *Instructional Materials, Program Evaluation, *Programing (Broadcast), *Reading Achievement, *Reading Comprehension, Reading Materials
Identifiers-*Television Reading Program

This is the executive report of a study which evaluated the Television Reading Project, an instructional program based upon current television programs designed to increase reading skills of students. The major goals of the evaluation were to assess the effects of the project on reading skills, acceptance of the materials by teachers and students, and effects of the materials on classroom behavior of teachers and students. The evaluation was conducted in Chicago, Dallas, Minneapolis, and several small area school districts. It was found that those students who used the materials scored approximately ten percent higher on reading comprehension skills as measured by a criterion referenced test than the control groups. Scores on standardized, norm referenced tests routinely used by the districts revealed no significant gains in comprehension. Teachers described use of the materials and 85 percent indicated a strong interest in using the materials again. Several behaviors which were linked to reading achievement by past research were observed during a classroom observation in which materials were/were not being used. The observation data suggest that teacher and student behaviors were affected in directions consistent with increased reading achievement by the use of these materials. (Author)

ED 187 303 IR 008 255

Bates, A. W.

Radio and Television for Teacher Education in the United Kingdom.

Pub Date-Jan 77

Note-14p.; Paper presented at the International Seminar on the Use of Mass Media for the Further Training of In-Service Teachers (Warsaw, Poland, January 1977).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Radio, *Educational Television, *Inservice Teacher Education, *Nonformal Education, *Open Universities, *Teacher Education Programs

Identifiers-*United Kingdom

There is no centralized policy for using television and radio for inservice teacher education in Britain. Teacher training colleges have their own low cost production units, two cities have all their schools linked on a closed circuit cable system, and the BBC broadcasts on open circuit one or two series for teachers each year. The largest user of TV and radio for inservice teacher education is the Open University, which provides specially designed multimedia courses leading to a degree. It increases the stock of teachers by allowing working adults to study part-time, and it provides courses to improve the pedagogy of existing teachers. TV and radio are only a small part of the Open University system, the main core of the teaching being specially prepared printed correspondence texts; television and radio tend to be used for functions difficult to achieve through print. Finding sufficient transmission time so all students can view a course is a difficulty, and the facility to transmit a program twice at different times is crucial. Radio is not as well used as television; teachers, in particular, do not use these media as much as other students. However, television is heavily used by students, who do benefit from viewing and listening, and the Open University has a low dropout rate. (Author/JEG)

ED 187 304 IR 008 256

Bates, A. W.

Some Aspects of Educational Broadcasting in Sweden. A Report of a One-Week Study Visit. IET Papers on Broadcasting No. 94.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-Apr 78

Note-35p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Correspondence Study, *Educational Radio, *Educational Television, Foreign Countries, *Higher Education, *Nonformal Education, Open Universities, Programing (Broadcast)

Identifiers-*Distance Education, *Sweden

This report on the organization, development, and dissemination of educational and commercial radio and television programs by the Swedish Educational Broadcasting Company includes some of the research being done at the Open University. A planned reorganization of Sveriges Radio into two separate television channels and several channels for local radio is described, as well as programming of adult educational programs on radio, several newer television programs for the schools, and research by the Audience Research Department of Sveriges Radio and the Education Department. Distance teaching in higher education is available in three forms: university study circles, organized by the independent educational associations in collaboration with a university or college department; decentralized university courses which enable students to enroll on either a part-time or full-time basis in another town outside the university; and distance educational studies consisting of correspondence courses with additional study guides and booklists. (JEG)

ED 187 305 IR 008 288

Greey, Kathleen M. Grams, Theodore C. W.

Special Collections in Libraries of the Pacific Northwest. A Subject Guide.

Pacific Northwest Library Assoc., Baker, Oreg.

Pub Date-79

Note-17p.; PNLA Special Publications Series.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Libraries, *Libraries, *Library Collections, Public Libraries, Special Libraries

Identifiers-Canada, *Pacific Northwest, United States

Current through 1978, this guide provides subject descriptions of the special collections of 183 libraries in British Columbia, Alaska, Idaho, Montana, Oregon, and Washington. Arrangement is alphabetical by subject; each library's address and zip code precedes its descriptive entry. (JD)

ED 187 306 IR 008 295

Haley, Anne, Ed. Johnston, Gail, Ed.
Manual of Library Policies. PNLA Special Publication Series.
Pacific Northwest Library Assoc., Baker, Oreg.
Pub Date-79
Note-143p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrative Policy, *Library Services, *Policy, *Position Papers, *Public Libraries, Public Relations

Both general and miscellaneous policy statements from 47 public libraries of the Pacific Northwest Library Association have been compiled in this manual. Among topics covered by general'' policies are board of trustees, buildings, confidentiality of circulation records, displays, gifts, materials selection, personnel, public relations, and weeding. Subjects addressed by miscellaneous'' policies include cable television public access channels, code of ethics for library employees, equipment loans, organization and structure, problem patrons, public records inspection and copying, and sales in the library. Attachments include statements on Free Access to Libraries for Minors, the Freedom to Read, and the Library Bill of Rights from the American Library Association, as well as the Washington Library Association Statement on Freedom to Read. (JD)

ED 187 307 IR 008 325

Minder, Thomas

Data and the Decision-Making Process.

Pub Date-Aug 79

Note-14p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Analysis, Data Processing, *Decision Making, *Library Administration, Personality, Psychology

This discussion of the principal structures and factors that modify data in the decision making process considers individual-environmental structures in terms of their influences on data, as well as such factors as personality, cultural antecedents, data complexity, data load, task demand, and the individual's congruency with both the environment and the data as decision making variables. Interdisciplinary areas that can significantly contribute to an understanding of human information processing are identified, and consideration is given to the role libraries can and should play in the decision making process, with special attention to those libraries that serve administrators. (JEG)

Higham, Norman

The Impact of Legislation upon Management.

Pub Date-Aug 79
Note-16p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Copyrights, Cost Effectiveness, *Decision Making, Foreign Countries, *Legislation, *Library Administration, Library Services, National Libraries, Policy, Public Libraries, Reprography
Identifiers-*United Kingdom

The legal foundation and administration of library services in the United Kingdom are reviewed in terms of legislative acts which currently affect library services directly: the Public Libraries and Museums Act of 1964 places public library services under the Secretary of State for Education as part of the reorganization of the local authority structure to produce fewer and larger authorities under the Local Government Act of 1972; a national library for the United Kingdom was established through the British Library Act of 1972; and photocopying in libraries is affected by both the Copyright Act of 1956 and the Public Lending Right Act of 1977. The latter makes statutory provision for the payment of royalties to authors. (JEG)

ED 187 309 IR 008 349

Nielsen, O. Perch

A Constitution for Danish Libraries.

Pub Date-79

Note-22p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Policy, Foreign Countries, History, *Legislation, *Library Networks, Library Planning, National Libraries, Public Libraries, *Research Libraries

Identifiers-*Denmark

This overview of the history of legislation governing the Danish library system from 1920 to the present: describes the various kinds of libraries in Denmark, explores the current controversies surrounding the roles of several supervisory library bodies, and details recent recommendations of the Danish Library Commission. (FM)

ED 187 310 IR 008 350

Day, Melvin S.

Major U.S. Government Publications Systems: A Summary.

Pub Date-79

Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Role, *Federal Government, *Government Publications, Information Dissemination, *Marketing, Public Agencies

Identifiers-*Government Printing Office, *National Technical Information Service

This paper focuses on the two agencies that distribute U.S. Government publications in the largest number and on the greatest range of subjects: the Government Printing Office (GPO) and the National Technical Information Service (NTIS) of the U.S. Department of Commerce. Similarities and differences in operations are discussed as well as some of the issues surrounding the programs administered by these organizations. (RAO)

ED 187 311 IR 008 351

Popov, Vladimir

The Feasibility of an International Multilateral UNESCO Convention on the Universal Availability of Publications.

Pub Date-79

Note-13p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Conferences, Copyrights, *Information Services, Interlibrary Loans, *International Organizations, *International Programs, Library Collections, Library Services, *Objectives, Program Administration, *Publications

Identifiers-Access to Information, *UNESCO, *Universal Availability of Publications

The adoption of a multilateral international convention on the Universal Availability of Publications (UAP) is the best possible guarantee for the practical implementation of the decisions and recommendations of the UNESCO UAP conference to be held in 1981-82. This convention should declare the principle of UAP and should determine the basic obligations of national governments in the creation of the national infrastructure of a UAP system. It must not be too vague, nor should it circumvent any one of the core problems of UAP however difficult its regulation might seem at the beginning. International issues to be considered are the roles of UNESCO and IFLA, formation of an international collection of publications, adjustments of existing international agreements to the principles of UAP, and provision for a special UNESCO fund for UAP. National and regional issues include national planning of the UAP infrastructure; adjustment of national legislation to support UAP; national programs of publications acquisition; national measures to facilitate the international exchange of publications; comprehensive bibliographic control of national publications; creation of national libraries; provisions for interlending mechanisms; standardization of national copyright procedures; collection and dissemination of national statistics on library activities and UAP; and the formation of regional UAP collections. (RAA)

ED 187 312 IR 008 352

Bredsdorff, Aase
Practical Aspects of School Library Legislation.
Pub Date-79
Note-12p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available. For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 359, IR 008 369 and IR 008 371.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Legislation, *Library Administration, *Library Planning, *Library Science, Library Services, Public Libraries, *School Libraries
Identifiers-*Denmark

Most countries have school legislation, and many have library legislation; however, in very few is school library legislation found. It is noteworthy that school libraries are the weakest in many library systems. There is a strong case to be made for a legal requirement that library services be established in all recognized schools and vocational colleges. In the long run, in most countries school libraries can be best ensured by including them in school legislation. A model for this may be found in Denmark and Norway. Such legislation should define the special task of the school library as a teaching tool, although that is not to imply exclusion of children's and young people's literature. Further, it is decisive that such legislation contain regulations specifying school library activities and that these distinguish between the activities of public and school libraries. In this way, neither loses its identity or is restricted in development. Regulations governing public and school libraries should be open and flexible to allow continuous revision in practice without revision in legislation. School libraries which will join with public facilities to meet the informational needs of individuals and society are desired. (RAA)

Goldberg, B. Sorensen, M.

Music Lending and Listening in Hospitals with Particular Reference to the Services Offered at Herlev Hospital, Copenhagen.

Pub Date-79
Note-7p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Hospitals, *Libraries, Library Circulation, *Library Services, *Music Facilities
Identifiers-Denmark

Services provided by the library at Herlev Hospital, Copenhagen, Denmark, are discussed, including patient and personnel lending, exhibitions, films, nursing school library, medical library, and music lending. (RAO)

ED 187 314 IR 008 358

Bruyns, R. A. C.

Working Conditions in Children's Libraries: Analysis of a Research Project.

Pub Date-79
Note-56p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Children, Foreign Countries, *Job Analysis, *Job Training, *Librarians, Library Collections, Library Services, Library Standards, Library Surveys, Motivation, Opinions, *Public Libraries
Identifiers-*Netherlands

Questionnaires were submitted to a number of Dutch public libraries where books are loaned to children to gather data for an investigation of the nature and scope of tasks in the children's library and changes that have taken place since the introduction of the free library system in 1975. Also examined were the duties of children's librarians and their opinions and underlying expectations of their work. The questionnaire was divided into four parts: (1) questions requesting statistical information to be answered by the directors; (2) questions on the tasks in children's departments to be answered by the department heads; (3) questions to be answered by the department heads on the relationship between their training and functions; and (4) questions to be answered by staff on their duties in children's departments. Detailed data reported and discussed include the numbers of young borrowers and size of children's collections; time spent on specified tasks and the relationships between public and school libraries; opinions and motivations of children's library department heads and their level of professional preparation; and the tasks and training of full- and part-time staff. Comments on the findings and the data close the report. (RAA)

ED 187 315 IR 008 359

Cooke, Eileen D.
Statistics in Support of Legislation for Libraries, USA.
Pub Date-79
Note-9p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 369 and IR 008 371. Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Legislation, Libraries, Library Administration, *Library Planning, *Library Science, *Library Services, Lobbying, *Statistical Data, Statistical Surveys, Statistics

Statistics are basic to the legislative process and must be available in a form quickly and easily perceived to support library legislation. There should be a sound statistical base, fleshed out with practical examples, to impress legislators and lay persons. Communication of statistical data to decision makers requires a sound public information and public relations program. Furthermore, successful legislative strategy requires mutual allies and coalitions with like-minded organizations. Founded in 1876, the American Library Association did not open its Washington office until 1945. Within six months, legislation was placed before the Congress; however, it was 10 years before the first federal program for funding library services was signed into law.

Within the next 10 years, three more programs were enacted for school libraries, medical libraries, and college level assistance for library training. Legislation establishing the White House Conference was passed in 1974 to provide an efficient way of developing a national consensus on the further development of libraries and information services. Continued congressional support for these programs can be achieved only by vigorous public relations programs supported by meaningful and detailed statistics. (RAA)

ED 187 316 IR 008 362

Avram, Henriette D.

The Impact of Technology on Legislation Affecting Libraries.

Pub Date-79

Note-16p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, and IR 008 369 and IR 008 371.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Copyrights, Data Processing, Information Networks, *Information Science, Information Services, *Legislation, *Library Services, *Technological Advancement, World Problems

This paper addresses international issues and problems raised by the impacts of technology that may result in new legislation which, in turn, may affect the operations and services of libraries. Areas of international concern for libraries include increased information flow, greater dependence on information and communication services, information privacy rights and data security, national sovereignty, exportation of highly skilled data processing potential, copyrights and record ownership, data sharing and networking, and increased cost of information resources. (CMV)

ED 187 317 IR 008 364

Hoduski, Bernadine E. Abbott

How Librarians Can Influence Government Printers and Publishers and the Policies Which Govern Them.

Pub Date-79

Note-20p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assertiveness, *Government Publications, *Influences, Information Dissemination, *Librarians, *Library Role, Printing, Publishing Industry

Intended to aid librarians, this guide explores the methods librarians can and do use to influence government publishers, printers, distributors, and indexers of government information, as well as those who create and interpret the policies governing those programs. Case studies from Canada, England, and the United States are cited to illustrate the effectiveness of librarian involvement with government information dissemination. Seventeen ways in which librarians can exert their influence are detailed as are several areas in which such influence is needed. References are included. (FM)

ED 187 318 IR 008 365

Bowden, Russel

A Clearing House for Library Literature Past Experience and Future Possibilities.

Pub Date-79
Note-14p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clearinghouses, Developed Nations, Developing Nations, *Editing, *Information Science, Library Science, *Periodicals, *Problems
Identifiers-*Library Literature

This report on the problems facing editors of professional information and library science journals in developing and developed countries suggests broad solutions that might help to transfer and make available the surplus of products in one geographic area to another in which such products are in short supply. Areas addressed include (1) historical background, (2) professional organizations, (3) the paucity of authors, (4) professional responsibilities, (5) editors' requirements, (6) unwanted articles, (7) the industrial world's problems, and (8) the need for a centralized clearinghouse. (FM)

ED 187 319 IR 008 366

Lea, P. W.

New Patterns in Serials Publishing.

Pub Date-79

Note-11p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Data Processing, *Futures (of Society), Microforms, Periodicals, *Publishing Industry, *Scholarly Journals, Serials, *Technological Advancement, Technology Transfer

This discussion reviews the effects of technology and economics on the publishing and influence of scholarly journals and their role as a communications medium. Areas covered include the functions of the primary journal, economic pressures, and the availability of new technologies such as computers, synoptic journals, microforms, word processing equipment, electronic journals, and the digitized transmission of information. Implications of these innovations for the future of the scholarly journal are considered. (FM)

ED 187 320 IR 008 367

Mathews, William D.

Information Technologies for the 1980's: Lasers and Microprocessors.

Pub Date-79

Note-20p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Information Processing, *Information Storage, *Lasers, *Technological Advancement

Identifiers-*Microprocessors

This discussion of the development and application of lasers and microprocessors to information processing stresses laser communication in relation to capacity, reliability, and cost and the advantages of this technology to real-time information access and information storage. The increased capabilities of microprocessors are reviewed, and a general assessment of the impact of these technologies is provided. (RAO)

ED 187 321 IR 008 369

Abramov, K. I.

The Study of Problems of Library Legislation in the Course of Training Library Personnel in Library Educational Institutions in the USSR and Other Socialist Countries.

Pub Date-Aug 79

Note-10p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, and IR 008 371. Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communism, *Legislation, Libraries, Library Administration, *Library Education, Library Planning, *Library Schools, Library Science, Library Services, *Socialism

Identifiers-*USSR

Library studies in institutions of higher learning in socialist countries regularly include studies of library legislation. The topic is integrated into course syllabuses and textbooks, and is discussed in detail in such courses as Organization and Management of Librarianship'' taught at all library educational institutions in the USSR. This course includes themes on library management, planning of library activities and library science within the USSR, all stressing the importance of legislation. Other courses explore the theoretical aspects of library management in principle and application to include the use of computer technology. A specific course on library legislation addresses the principal library laws of socialist and non-socialist countries; moreover, library legislation is interwoven throughout the student curriculum from the first year of study. Similar programs exist in institutions in the German Democratic Republic, Poland, Czechoslovakia, Bulgaria, Hungary and other socialist countries. Problems of library legislation and library management will in the future be a chief component in library and bibliographic courses as the concerns of information science become more prominent. (RAA)

ED 187 322 IR 008 370

Trezza, Alphonse F.

Impact of Legislation upon Management: A U.S. Perspective.

Pub Date-78
Note-15p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). One page of original is of poor reproducibility quality.
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, Copyrights, *Federal Legislation, *Libraries, Library Administration, Library Planning, Library Research, Public Libraries, *State Federal Aid, *State Legislation

Federal and state legislation which provides funds in support of library programs and legislation that has financial implications for libraries are reviewed with examples from public and academic libraries. Implications of accepting library funds, the impact of the Copyright Act law, Title II-C of the Higher Education Act, postal regulations, the Library Services and Construction Act, the General Revenue Sharing Act, and long-range planning through the Office of Libraries and Learning Resources in the Office of Education are discussed. Legislative efforts currently underway, such as the revision of the Communications Act of 1934, revision of Title 44, and direct Federal funding of public libraries, are also reviewed, and a final comment on data collection and statistical analysis of library information closes the paper. (RAO)

ED 187 323 IR 008 371

Kavass, Igor

Library Legislation.

Pub Date-Aug 79

Note-25p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). For related documents, see IR 008 306, IR 008 309-312, IR 008 326, IR 008 341, IR 008 352, IR 008 359, IR 008 369 and IR 008 371. Portions of the original are of poor reproducibility quality.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cost Effectiveness, *Legislation, *Libraries, Library Administration, *Library Planning, *Library Services

Examination of several library legislation models developed to meet the needs of developed and developing nations reveals that our traditional notion of the library's role in society must be abandoned if we wish to reconcile its benefits to its costs. Four models currently exist: many nations, particularly Asian, have no legislation; most nations, including the United States, have multi-tiered systems in which legislation is basically permissive; in others, most notably Scandinavian, library legislation is of a mandatory nature and centrally administered; and finally, the socialist countries have a unitary library system governed by a central board. Despite these differences, all systems show a trend toward increased centralization. In many countries it is felt that the volume of law is outpacing society's ability to absorb it, and the resulting financial and social costs outweigh the benefits. What is needed for libraries now is a narrower concept of service, with library services freely subject to the laws of supply and demand. Legislation, if needed at all, should be of a permissive rather than a restrictive nature. (RAA)

ED 187 324 IR 008 376

Dougherty, R. M.

The ISO Standards for Periodicals and Their Application.

Pub Date-Aug 79

Note-8p.; Paper presented at the Conference of the International Federation of Library Associations and Institutions (45th, Copenhagen, Denmark, August 27-September 1, 1979). Best copy available.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developing Nations, *Editing, Library Standards, Opinions, *Periodicals, Standards

Identifiers-*International Organization for Standardization

This discussion of the International Organization for Standardization (ISO) standards that deal with periodicals shows how these adopted and recommended standards can be useful to editors of newly established journals, especially those in emerging nations. It describes the standards in detail, and suggests that those who wish to publish a journal should consider whether (1) there is a need for it, (2) sufficient monetary resources are available, and (3) there are authors willing and able to contribute to the new publication. (FM)

ED 187 325 IR 008 413

Eichman, Barbara, Comp.
A Selective Bibliography of Civil Liberties Books: Annotated.
American Civil Liberties Union, New York, N.Y.
Pub Date-77
Note-87p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies, *Civil Liberties, *Civil Rights, *Constitutional Law, *Democracy, Due Process, Equal Protection, Freedom of Speech, *Justice

This annotated bibliography of more than 300 titles of the most recent books on civil liberties was selected and reviewed by the American Civil Liberties Union. Books that are dated or contain highly technical information are excluded from this collection intended for general readership; however, there are titles directed and identified for specific audiences, e.g., students, historians, and lawyers. The first of four parts surveys civil liberties books in American history, including several on the origin and activities of the ACLU. Part II, devoted to the Bill of Rights, is subdivided into four areas: (1) general; (2) freedom of belief, expression, and association; (3) due process of law; and (4) equality before the law. Part III lists books on the constitutional aspects of civil liberties including excerpts from Supreme Court and other opinions and analyzing case law. The last section is a guide to reference works and other published bibliographies. Where possible, each entry is represented by a full bibliographic citation including the current price, and an author/title index and a directory listing of publishers and distributors are provided. (RAA)

ED 187 326 IR 008 414

The South Carolina State Library. Tenth Annual Report, July 1, 1978-June 30, 1979.

South Carolina State Library, Columbia.

Pub Date-79

Note-46p.; Statistics from page 47 on have been removed due to poor reproducibility. For related document, see ED 171 304.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annual Reports, Legislation, Libraries, Library Collections, *Library Expenditures, *Library Facilities, *Library Networks, *Library Planning, Library Role, *Library Services, State Federal Aid, State Libraries

Identifiers-*White House Conference Library Info Services

This annual report reviews state supported library programs and services for FY 1979 and presents a comprehensive summary of the state library system over the past 50 years. A highlight of the year was the South Carolina Governor's Conference on Library and Information Services. Resolutions, debated and enacted, on specific library needs, funding, cooperation, access, resources and services, public relations, and education were to be forwarded to the White House Conference for additional discussion and debate. The report provides information on library services to include general reader services, specialized legislative services, services to the disadvantaged, to the blind and physically handicapped, and to institutionalized persons. Comparative reviews of state and federally supported projects detail the use of governmental funds in such cooperative programs as the Solar Technology Transfer project and library construction programs. Improvements in library services range across the wide spectrum of reference services, interlibrary loan, film programs, and field services. There is a budget summary for the fiscal year, and a library directory. (RAA)

ED 187 327 IR 008 416

Daval, Nicola, Ed.

The Future of Scholarly Communication. Minutes of the Meeting of the Association of Research Libraries (95th, Washington, D.C., October 17-18, 1979).

Association of Research Libraries, Washington, D.C.
Pub Date-80
Note-82p.; For related document, see ED 176 795.
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Communications, *Cost Effectiveness, *Humanities, *Library Catalogs, Meetings, Professional Associations, *Research Libraries, *Scholarly Journals

This report provides the verbatim minutes of the meeting of the Association of Research Libraries (ARL) on the theme, The Future of Scholarly Communication. Comments by David W. Breneman and Warren J. Haas on the Report of the National Enquiry into Scholarly Communication were followed by general discussion, as was Richard W. Boss's The Library Catalog Cost Model: A Tool for Decision Makers. James Banner gave a special address on Research Libraries and the Humanities. The business meeting included the reports of the President, Executive Director, Task Force on ARL Membership Criteria, Executive Director Search Committee, Task Force on National Library Network Development, Committee on Interlibrary Loan; and on the Office of Management Studies and on the China Trip. Appendices contain the reports of the ARL Task Force on Bibliographic Control and the Committee on a National Bibliographic System, as well as membership and attendance lists. (RAA)

ED 187 328 IR 008 417

Carroll, Frances Laverne Beilke, Patricia F.

Guidelines for the Planning and Organization of School Library Media Centres. Preliminary Version.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-PGI-78/WS/26

Pub Date-78

Note-82p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, Audiovisual Centers, *Educational Facilities Planning, Guidelines, *Learning Resources Centers, Library Facilities, Library Materials, *Program Development, *School Libraries

This paper, jointly sponsored by Unesco and the International Federation of Library Associations and Institutions presents guidelines to assist in the development of school library media center programs. The guidelines suggest a commitment to goals, a desired direction of development, and practical methods of procedure. The section on personnel discusses management of school library media programs, selection of leadership positions for geographic region and school systems, competencies required of school library media specialists, and the development of media center staffs. Under Selection and Acquisition of Materials, guidelines are presented for the development of a collection of print and audiovisual materials, systematic collection building procedures, provisions for specific types of materials, the apportioning by subject areas, and the proper and full use of the school library media center. Provisions for housing the collection which are described include internal design arrangements, furnishings, and equipment. The focus is on materials-based learning for which schools must determine their own readiness. The outlines of the necessary staff, materials, and facilities are intended for use by school library media centers to ascertain their level of development and project their goals for the future. (RAA)

ED 187 329 IR 008 418

Smith, Jane Bandy

Library Skills for Elementary Teachers.

Pub Date-76

Note-42p.; Some examples may not reproduce.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Elementary School Teachers, *Independent Study, *Library Guides, *Library Instruction, Library Materials, *Library Skills, Reference Materials

This manual for self-instruction in basic library skills for elementary school teachers focuses on the organization of the library and the finding aids available to the library user. The manual consists of a collection of six information sheets with illustrated examples on these topics: Organizational Systems, Library Classification, Library Treatment of Biographies and Fiction, Use of Indexes, Book Structure, and Reference Works. Each informational section is followed by a short self-administered test. (RAA)

ED 187 330 IR 008 419

Tucker, John Mark

Articles on Library Instruction in Colleges and Universities, 1876-1932. No. 143.

Illinois Univ., Champaign. Graduate School of Library Science.

Pub Date-Feb 80

Note-47p.

Available from-Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, IL 61820 (Subscription of 5 numbers, $7.00 per year. Single copies, $2.00, prepaid)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Libraries, Annotated Bibliographies, Higher Education, *History, *Library Instruction, *Library Schools, Library Skills, Teaching Methods

Emphasizing journal literature from the late 1800's to the mid-1930's, this chronologically-arranged compilation annotates articles about library instruction in colleges, universities, and schools of teacher education in the United States. It provides access to secondary materials for historians and librarians interested in academic library development and, more specifically, the origins and growth of library instruction. The introduction specifies the criteria used in the selection of entries, and both author and subject indexes are provided. An institution index identifies schools whose programs were described in many of the entries, as well as those institutions which responded to a questionnaire distributed by Henry R. Evans in 1914 but which are not mentioned in any other source. (Author/FM)

ED 187 331 IR 008 420

Falk, Joyce Duncan

The Bibliographic Databases in History.

Pub Date-Aug 79

Note-20p.; Paper presented at a Conference on Data Bases in the Humanities and the Social Sciences (Hanover, NH, August 23-24, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, *Data Bases, *History, *Indexing, Information Processing, *Information Retrieval, Information Systems, Online Systems

This examination of abstracting-indexing services for the field of history focuses on Historical Abstracts (HA) and America History and Life (AHL), and their relationship to the American Bibliographical Center's Subject Profile Index (ABC-SPIndex). The history, scope, selection criteria, and classification arrangements of the two databases are described, as is the indexing system of ABC-SPIndex. Sections also explore the processing of entries, the kinds of personnel involved in the bibliographical process, user input, and the cost effective aspects of HA and AHL. The concluding section provides a summary of major points. (FM)

ED 187 332 IR 008 423

The National Legislative Network for Libraries: A Master Plan.

American Library Association, Chicago, Ill. Legislation Committee.
Pub Date-May 73

Note-18p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Federal Legislation, *Legislation, Libraries, *Library Networks, Library Services, *Lobbying, Master Plans, Professional Associations, *State Legislation

This pamphlet proposes a plan for synthesizing practices which will afford an intensive and systematical approach to the achievement of beneficial library legislation nationwide. The goal of the plan is to bring maximum constituent effort to bear upon the Congress, the several state legislatures, national and state administrations, and appropriate regulatory agencies, in support of library programs and the ideals of the library profession. Its specific objectives are outlined, and guidelines are offered in the following areas: (1) the establishment of a national legislative structure for libraries on the basis of state components, (2) the formulation of state library legislation committees, (3) the initiation of legislative contacts with federal and state officials, (4) the role of state legislative coordinators, (5) legislative advocacy within state capitols, (6) the role of federal relations coordinators, (7) communications with key proponents of beneficial library legislation, (8) the role of library association publications in reporting legislative activity, (9) the development of citizen newsletters on library legislation, and (10) the dissemination of relevant information from Washington. (FM)

ED 187 333 IR 008 424

The Nuts and Bolts of Copyright. Circular R1.
Library of Congress, Washington, D.C. Copyright Office.
Pub Date-Jan 80
Note-12p.; Contains colored print.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1979-311-426/25)
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Copyrights, Eligibility, *Federal Legislation, Federal Regulation, Guidelines, Publications

This general guide to copyright in the United States briefly describes the following: the nature of copyright, who can claim it, copyright available for published and unpublished works, what can and cannot be copyrighted, how to secure a copyright, publication, notice of copyright, copyright registration, registration procedures, corrections or amplifications of existing registrations, mandatory deposit, duration of copyright, transfer of copyright, international copyright protection, application forms, mailing instructions, fees, and sources of further information. (FM)

ED 187 334 IR 008 425

Buchanan, Gerald

State Depository for Public Documents. Handbook for State Agencies and Depository Libraries.

Mississippi Library Commission, Jackson.

Pub Date-Jan 78

Note-17p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Depository Libraries, *Government Publications, *Library Standards, Library Technical Processes, Permuted Indexes, *State Agencies, State Legislation

Identifiers-*Mississippi

Intended to aid state agencies, the Mississippi Library Commission, and the depository libraries in complying with the intent of the law setting up the depository system for state documents, this handbook describes the depository program, defines state documents, details the procedures of the program, and spells out the rules and regulations for depository libraries. The history and purpose of the program are described, as are the responsibilities of both agency and library. The handbook also explains the KWIC index used to list state publications. An appendix includes a sample claim notice for state documents. (FM)

ED 187 335 IR 008 426

Hardesty, Larry

Student Use of the Libraries at DePauw University.

Pub Date-24 Feb 80
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, *Library Circulation, Library Research, Student Characteristics, Tables (Data), *Teacher Role, *Undergraduate Students, *Use Studies

This study was conducted to determine the relationship between use of the academic library and the classroom program at DePauw University, a small, four-year liberal arts college. Recorded circulation from the three campus libraries for the second semester of 1975-76 was studied and related to such variables as declared academic major, academic class, sex, SAT scores, high school class size, high school class rank, and semester grade point average of all 2,217 on-campus students. No meaningful relation between recorded library circulation and these variables could be found. The study confirmed other similar studies dating back to the 1930's in that a large percentage of the students made no use of the academic library and only a small minority made appreciable use of the academic library. In this study students tended to circulate library items from only one library during the semester and not check out materials from the other two libraries on campus. The study emphasized the role of the classroom instructor in determining the student use of the library. (Author/FM)

ED 187 336 IR 008 427

Wiant, Sarah K. And Others

Toward the More Effective Continuing Education of Law Librarians.

American Association of Law Libraries, Chicago, Ill.
Pub Date-79
Note-27p.; AALL Education committee report.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Needs, *Law Libraries, *Librarians, *Library Education, *Professional Continuing Education, Professional Education, Program Descriptions

This discussion of a model for law librarianship continuing education programs consists of three parts: (1) the background of law librarianship, including a comparison of education programs in other professions and a general discussion of continuing education; (2) a description of a regional plan for assessing the profession's education needs; and (3) an explanation of the American Association of Law Libraries Education Committee proposals for continuing law library education, including an explanation of the role of the Education Committee. (FM)

ED 187 337 IR 008 429

Williams, Florence M.

A Challenge to Change: Necessary Changes in the Library Classification System for the Chicago Public Schools.

Pub Date-79

Note-220p.; Ph.D. Dissertation, California Western University.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Cataloging, *Classification, Feasibility Studies, *Inservice Education, Library Instruction, *Library Materials, Media Specialists, *Organizational Change, Public Schools, *School Libraries

Identifiers-Illinois (Chicago)

This report addresses the feasibility of changing the classification of library materials in the Chicago Public School libraries from the Dewey Decimal classification system (DDC) to the Library of Congress system (LC), thus patterning the city school libraries after the Chicago Public Library and strengthening the existing close relationship between the two systems. The proposed plan considers the size, organizational pattern, and training to perform the new tasks for lay and professional personnel of the public schools, as well as the necessary finances. Recommendations are that (1) inservice sessions in library skills for professionals and paraprofessionals be instituted, (2) the school curriculum be adjusted to introduce new teaching units, and (3) the library collections be reclassified to follow the new changes in instruction. The study includes definitions of specialized terms, a literature review, a description of the research methodology, anticipated results, a summmary, references noted, and a bibliography. Appendices contain a student handbook on the use of LC, an inservice training program plan, a program evaluation form, and a description of possible minicourses in library skills. (FM)

ED 187 338 IR 008 448

Bates, Tony

Appropriate Media and Methods for Distance Education in Norway.

Spons Agency-Royal Norwegian Council for Scientific and Industrial Research, Oslo.
Report No.-ELAB/STF44-A-79131
Pub Date-78
Note-268p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Audiovisual Aids, Broadcast Television, Correspondence Study, *Educational Media, Institutional Cooperation, *Mass Media, Media Selection, *Program Administration, Program Development, Telecommunications, Tutoring
Identifiers-*Distance Education, *Norway, Norwegian Institute for Distance Education

This study is aimed primarily at the administration of a newly established institute for distance education in Norway, Norsk fjernundervisning (NFU). Purposes of the project, in order of priority, were to provide (1) a working document for the administration of NFU, mapping out available resources, choices of possible media combinations, and the likely cost of implications; (2) an indication to the Board of NFU of major policy issues with regard to the use of media by NFU, and cost and educational implications of certain decisions; (3) an indication to potential co- operative partners of practical implications involved in this relationship, the broader framework within which they would be working, and areas where they would need to make clear policy decisions; and (4) a comprehensive account of the development of NFU up to the end of 1978, and the potential media resources available for its development. In addition to descriptions of this project and NFU, this report discusses broadcasting, video and other audiovisual media,

telecommunications, correspondence education, publishing and printing, organization in the field, administrative issues for NFU, and costs for an imaginary project. A summary, with conclusions, is followed by a 50-item bibliography. (Most titles are in English or Norwegian). (RAO)

ED 187 339 IR 008 455

Angert, Jay F.

An Integration of Research Findings from Investigations of Pictorial Stimulus Complexity.

Pub Date-Feb 80

Note-28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (3rd, San Antonio, TX, February 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Difficulty Level, Educational Technology, *Literature Reviews, *Media Research, *Pictorial Stimuli, *Research Methodology, Visual Learning

This paper reviews research on pictorial stimulus complexity in instructional materials, examining still iconic visuals in particular. Five phases are proposed to assist in the integration of this research for generating useful hypotheses: (1) establishment of methodological and conceptual criteria; (2) collection of relevant literature; (3) identification and classification of variables; (4) analysis of data; and (5) identification of hypotheses and needed research. Limitations, delimitations, and assumptions for this integration are briefly discussed. A 90-item list of references is attached. (CMV)

ED 187 340 IR 008 456

A Reference List of Audiovisual Materials Produced by the United States Government, 1978.

National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.

Pub Date-78
Note-395p.
Available from-National Audiovisual Center, Reference Section/RL, General Services Administration, Washington, DC 20409.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Audiovisual Aids, *Federal Government, Filmographies, Instructional Films, *Instructional Materials, *Reference Materials

This reference guide describes over 6,000 audiovisual materials selected from more than 10,000 programs produced by 175 federal agencies covering a wide range of subjects, including medicine, dentistry, allied health, education, science, social studies, industrial technology/training, safety, and the environmental sciences. Materials are cited by title (with format and producer code) under subheadings of each major subject, and complete information, together with an annotation is provided in the alphabetical title section. Sections on sponsor/producer codes, rental and purchase policies, and a price list are included. (CMV)

ED 187 341 IR 008 461

Curtis, John A., Ed. Biedenbach, Joseph M., Ed.
Educational Telecommunications Delivery Systems.
American Society for Engineering Education, Washington, D.C.
Pub Date-79
Note-152p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cable Television, Communications Satellites, *Delivery Systems, Educational Equipment, Educational Radio, *Educational Technology, Educational Television, *Educational Trends, Public Television, *Telecommunications, Teleconferencing

This monograph is a single volume reference manual providing an overall review of the current status and likely near future application of six major educational telecommunications delivery technologies. The introduction provides an overview to the usage and potential for these systems in the context of the major educational issues involved. Each article is written by an expert in that field, and provided with commentary by an acknowledged professional in educational telecommunications critiques. These papers are as follows: (1) Public Broadcasting and Education: A Look at the Record; (2) Instructional Television Fixed Services: A Most Valuable Educational Resource; (3) Teleconferencing   Telewriting   Continuing Engineering Education in Wisconsin; (4) How to Establish and Operate a Radio Reading Service via SCA; (5) Radio Reading Service: The Minnesota Experience; (6) Cable Television: A Useful Tool for the Delivery of Education and Social Services?; and (7) Communications Satellites for Education and Training: Past, Present, and Future. (RAA)

ED 187 342 IR 008 464

Higher Education Utilization Study: Technical Report.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-38p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Colleges, *Educational Television, *Higher Education, Research Methodology, *School Surveys, Teaching Methods, Television Surveys, *Universities, *Use Studies

This report on the first phase of a two-part program to determine the extent of television use for instruction by colleges and universities in the United States discusses the research methodology used for a census study of all higher education institutions in the United States; the second will involve a random sample follow-up of institutions known to be using television for instruction. This is a cooperative effort by the Corporation for Public Broadcasting, the National Center for Education Statistics, the American Association of Community and Junior Colleges, the National Association of State Universities and Land Grant Colleges, the American Association of State Colleges and Universities, the National Institute for Independent Colleges, and the Association of American Universities. The survey questionnaire elicits information about the college use of television, the uses for instruction, the types of television outlets with which the college works, the college's relationships with the outlets, factors that contributed to or hindered the college's use of television for instruction, and the future of television for instruction at the college. The report details the procedural conduct of the survey as administered through the cooperating agencies; appendices provide the survey questionnaire, editing instructions, and keypunch instructions. (RAA)

ED 187 343 IR 008 473

Lincoln, Yvonna S.

Documentary Analysis and Record Utilization: New Uses for Old Methods.

Pub Date-Apr 80
Note-62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Case Records, *Content Analysis, Documentation, *Evaluation Methods, Government Publications, *Information Utilization, *Records (Forms)

Stressing the value of documents and records as information sources for the educational evaluation community, this report explores the differences between the two, their utility for inquirers, and methods and procedures for dealing with them. Three forms of documentary analysis are described: (1) simple tracking, which involves documenting both the overt and tacit decisions and operations of the enterprise; (2) content analysis, which involves the development of categories of manifest and latent content and of the relationship among the categories; and (3) aggregational analysis, which involves the

aggregation of information from dissimilar documents under new conceptual rubrics which in turn yield insights not intended or anticipated in the original source materials. Examples of each method are given, ethical questions are addressed, and a selected bibliography is provided. (FM)

ED 187 344 IR 008 476

The 1979 Directory of College and University Libraries in New York State with Statistical Data for FY 1978. Twelfth Edition.
New York State Education Dept., Albany. Div. of Library Development.
Pub Date-79
Note-196p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Libraries, *College Libraries, *Higher Education, *Librarians, Library Networks, *Statistical Data
Identifiers-*New York

This edition of a directory to 265 college and university libraries in New York State, compiled from data furnished by the State Education Department, includes address and telephone number, library director, institution president, number of volumes, number of periodical titles received, annual expenditures for library materials, annual total operating expenditures, numbers of professional and nonprofessional staff, reference services librarian, interlibrary loan librarian, type of institution, 3R's identifier, and publications issued by the library. Statistical data are summarized in the appended tables. Data are organized on libraries by size of collection, by highest earned degree granted, and by type of institution classification. The directory concludes with an alphabetical listing of head librarians. (RAA)

ED 187 345 IR 008 477

The 1980 Directory of Library Systems in New York State with Listings Current as of December 1979.
New York State Education Dept., Albany.
Pub Date-1 Dec 79
Note-127p.; For related document, see ED 162 667.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-County Libraries, *Library Networks, *Public Libraries, School Libraries, State Libraries
Identifiers-*New York

This is the 1980 edition of a directory to library systems and their member libraries in New York State compiled from information supplied by directors of the systems and state departments or agencies administering library programs. Listings are arranged regionally and alphabetically by the name of the Reference and Research Library Resources Systems designation. In each section of this part of the directory there is full information for (1) the Reference and Research Library System; (2) the several public library systems; and (3) state institution branches which may have libraries. Basic information for each type of library system includes the name of the director, address of the system, telephone and teletype numbers, year of establishment, names of principal staff, name of the president of the board of trustees, names of participating counties, and number of member libraries. Addresses and telephone numbers are provided for all member institutions and libraries. For the first time, the directory also includes information on pilot projects established in 1979 pursuant to newly created provisions of state law. Maps are provided throughout. (RAA)

ED 187 346 IR 008 478

Powers, Audrey Roughton, Anne
An Outline of How To Plan a Workshop. Second, Revised Edition.
San Francisco Public Library, Calif. Bay Area Reference Center.
Pub Date-Oct 79
Note-25p.; For related document, see ED 136 792.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Librarians, Libraries, *Planning, *Professional Training, *Program Development, Program Evaluation, Training Methods, *Workshops

This is a guide in outline form to assist practitioners in the planning, conduct, and evaluation of library workshops. Workshop planning groups are described and suggestions for membership are provided. Program planning includes needs assessment, preparation of workshop objectives, audience definition, choice of site and time, presentation techniques, selection of equipment and materials, selection of speakers, budget allocation, preparation of bibliographies and other handouts, preparation of displays, public relations arrangements, construction of the agenda, and registration procedures. Suggestions are given to insure smooth operation during the actual conduct of the workshop and evaluative procedures are described to sum up and close workshop activities. A source list of eight references is provided. (RAA)

ED 187 347 IR 008 490

The White House Conference on Library and Information Services, 1979. Summary, March 1980.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Mar 80
Note-86p.; For related documents, see ED 179 233-245.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Information Dissemination, *Information Services, Libraries, *Library Services, *National Programs, *Planning, *Policy, Program Development
Identifiers-*White House Conference Library Info Services

This report to the President of the United States presents a summary of the planning, proceedings, and resolutions of the White House Conference on Library and Information Services. Questions the delegates addressed to the conference included: Do libraries, the traditional storehouses of information and knowledge, have a place in this fast moving Information Age? If so, what should it be? When should information be private, when should it be without cost, and how should freedom of information principles be applied? Is there a need for a national information policy, and, if so, what elements should it include? Can we apply the principles of access to increase the free flow of information across national borders and through the barriers of conflicting governmental philosophies? Sixty-four resolutions developed by the conference set the following major goals: to reshape the library and information services to serve the people in more useful ways, to maintain local control of these services, and to insist on more economy and accountability from the institutions that provide these services. Separate sections of the report detail goals and objectives, organization and finance, technology resource sharing and education, special constituent concerns, international issues, and conference follow-up and recommendation. (RAA)

ED 187 348 JC 790 524

Mackie, Laurence G. Eppley, George
CETA and the Community College.
Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date- 78
Note-14p.
Pub Type- Reports - Descriptive ([illegible]41)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation, *College Role, *Community Colleges, Community Information Services, Consortia, *Cooperative Programs, Extension Education, Government School Relationship, Job Placement, *Labor Force Development, Local Government, *Public Agencies, Referral, Staff Development, Two Year Colleges
Identifiers-*Comprehensive Employment and Training Act

In order to illustrate the role community colleges can play as contractors supplying research and administrative expertise under the Comprehensive Employment and Training Act of 1973 (CETA), this report examines the cooperative relationship between Cuyahoga Community College (CCC) and the Cleveland Area Western Reserve Manpower Consortium (CAWRMC), a CETA prime sponsor which was organized in 1974 to centralize and improve manpower services in the Cleveland area. The report first outlines the history of CAWRMC and examines its role in creating a linkage with the Ohio Bureau of Employment Services and in improving client assessment and placement strategies. The involvement of CCC in CETA activities through a manpower project funded jointly by Cuyahoga County (a CAWRMC member) and the college is then discussed in terms of the college's role in developing a pilot staff development program for county supervisory employees, extending cooperative education programs into units of the county government, and establishing a clearinghouse for information on area employment problems. The report then presents recommendations for successful college-CETA cooperation and discusses the improvement in the cost-effectiveness of community training programs when offered at the community college. A chart illustrating the flow and prioritization of participants through the CETA process within CAWRMC is provided. (JP)

ED 187 349 JC 800 147

Petersen, Allan
Community College Grading Policies. Agenda Item 5.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Feb 80
Note-46p.; Report prepared for the Meeting of the Board of Governors (February 28, 1980, Upland, CA, and February 29, 1980, Alta Loma, CA)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Probation, *Administrative Policy, *Community Colleges, Credit No Credit Grading, Definitions, *Grades (Scholastic), *Grading, Policy Formation, School District Autonomy, State Boards of Education, State Legislation, *State Standards, Statewide Planning, Two Year Colleges, *Withdrawal (Education)
Identifiers-*California, Course Repetition

Background information and a discussion of major issues accompany recommended state minimum standards for grading as presented by an ad hoc Grading Policy Study Group to the Board of Governors of the California Community Colleges. The report first notes the diversity of grading policies among the colleges and then outlines the Group's recommendations: (1) that standardized grading symbols be implemented in a uniform statewide grading scale; (2) that the same grading symbols, definitions, and grade points be used by all community college instructors; (3) that there be a standardized meaning for the W'' (withdrawal) symbol; and (4) that probation based on excessive NC,'' I,'' and W'' grades be evidence of lack of academic progress. Issues considered in the development of the recommendations are then identified, including the effect of state grading standards on local school autonomy, and a discussion is presented of the use of the W'' symbol and the four withdrawal policies that were considered by the group; i.e., authorized withdrawal through the twelfth week, through the last day of classes, through the second census week, and at the discretion of the local college district. The report provides six appendices containing a summary of the group's recommendations, a minority report regarding the suggested withdrawal policy, and a roster of the study group members. (JP)

ED 187 350 JC 800 149

Course Registration and Faculty Teaching Report. University of Hawaii, Community Colleges, Fall 1979.
Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Pub Date-Dec 79
Note-34p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Size, *College Faculty, *Community Colleges, Enrollment, Enrollment Trends, Faculty Workload, Full Time Students, Intellectual Disciplines, Part Time Students, Productivity, School Schedules, State Surveys, Student Teacher Ratio, *Teaching Load, Two Year Colleges
Identifiers-*Hawaii

Fall 1979 student registration data for the seven Hawaii community colleges were examined to determine faculty teaching load as measured by average semester hours taught, average hours in contact with students, and average class size. The study revealed that Fall 1979 enrollment was slightly higher than the previous Fall's; that there were numerically and proportionately more part-time students than in previous years; and that students were generally carrying lighter credit loads. The data showed that while slightly more courses were offered, fewer classes were scheduled. Instructor semester hours increased by 105 semester hours and instructor contact hours increased by 126 contact hours. On the other hand, student registrations and student semester and contact hours were the lowest in five years. With regard to class size, the study revealed that the number and proportion of classes with less than 11 students had decreased and that the average class size (24 students) was the lowest in five years. Teaching loads remained at about the same level as in

1978: the average semester hours per full-time equivalent (FTE) instructor was 13.3, the average contact hours was 16.1, and the productivity ratio was 308. The faculty-student ratio of one to 20 was the lowest in five years. The report provides tables illustrating faculty load data by college and course. (JP)

ED 187 351 JC 800 158

Vancouver Community College Institutional Research Task Force Report.
Vancouver Community Coll., British Columbia.
Pub Date-Apr 79
Note-89p.; Appendices 2 and 3 were deleted due to irreproducibility.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Attitudes, Administrators, College Administration, College Faculty, *College Planning, *Community Colleges, Data Analysis, Data Collection, Decision Making, *Information Needs, *Institutional Research, Long Range Planning, Multicampus Colleges, *Program Evaluation, Research Needs, School Surveys, Self Evaluation (Groups), Teacher Attitudes, Two Year Colleges

In order to improve its institutional research, Vancouver Community College (VCC) conducted a survey of faculty and administrative personnel to determine the data that were of greatest value in decision-making and planning and the areas in which existing data collection and analysis efforts needed improvement. The questionnaire asked respondents to rate the importance of information related to 23 administrative issues and the effectiveness of present efforts to obtain this information. Selected survey findings indicated that those areas considered to be of greatest importance and to require most improvement included facility planning and space utilization, enrollment forecasting, student attrition, public relations, and student counseling services. In narrative responses, participants also indicated that there was a need for improvement in graduate follow-up, operating and capital budget preparation, and job market analysis. Most respondents felt that long-range planning needed more improvement than short-term planning. Other items on the questionnaire were registration, student statistics, assessments, report of expenditures, equipment inventory, classroom scheduling, vacation reporting, employee recruiting and training, staff evaluation, and availability of resource personnel. The survey report includes a literature review, a dictionary of instructional program and student data elements, and the questionnaire. (JP)

Katz, David And Others

Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Higher and Professional Education.

Report No.-CASE-17-79

Pub Date-Aug 79

Grant-VEA-79-3E-820HA

Note-211p.; Several pages in the body of the document, as well as Appendices B through E were deleted due to irreproducibility. Small type may not reproduce well

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Career Counseling, Career Planning, *Community Colleges, Counselor Training, Educational Needs, Employer Attitudes, Employment Interviews, Employment Practices, Employment Problems, Equal Opportunities (Jobs), Hearing Impairments, Individual Counseling, Inservice Education, *Job Placement, Job Search Methods, Neurological Impairments, Occupational Tests, *Physical Disabilities, Resource Materials, Sheltered Workshops, Stereotypes, Testing Programs, Two Year Colleges, *Two Year College Students, Visual Impairments

[illegible] six-part guide, drawing upon recent research and development activities at the City University of New York's Center for Advanced Study in Education, presents information on the career development and placement of handicapped students for use by all specialists within a community college student personnel office. After introductory material describing the use of the guide for in-service training, Chapter I discusses personal and vocational counseling services for disabled students, describes vocational assessment and testing systems, and provides a 15-part guide to resources that can be used in the counseling process. Chapter II enumerates guidelines for the job placement of disabled students and describes workshop activities designed to involve area employers. Chapters III and IV discuss common stereotypes which hinder the upward mobility of handicapped employees and present recommendations for the accommodation of job specifications and work tasks to meet the special needs of disabled workers. Chapter V describes simulation exercises for teaching job-seeking skills, and Chapter VI describes methods that can be used in helping handicapped students prepare for job interviews. The appendix includes case studies and an annotated bibliography. (JP)

ED 187 353 JC 800 176

Factbook on New Mexico Public Two-Year Community Colleges and Vocational Schools.

New Mexico State Board of Educational Finance, Santa Fe.

Pub Date- 79
Note-133p.; Tables with small print and light type may not reproduce well
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Programs, College Role, *Community Colleges, Construction Costs, Educational Facilities, *Educational Finance, Enrollment Trends, Expenditures, Financial Support, *Institutional Characteristics, Liberal Arts, Military Schools, Organizational Objectives, State Colleges, State Legislation, State Surveys, Student Characteristics, *Technical Institutes, Tuition, Two Year Colleges, *Two Year College Students, Vocational Education, Vocational Followup
Identifiers-*New Mexico

This six-part factbook describes the history, programs, and financial status of New Mexico's two-year post-secondary institutions. Part I discusses the legal basis for the state's two-year colleges and describes the coordination of the five types of public two-year institutions operating under New Mexico law: constitutional institutions, branch community colleges, district junior colleges, technical and vocational institutions, and area vocational schools. Part II presents one-page descriptions of each of the 16 individual institutions. These narratives include a history of the school's establishment; descriptions of its service area, programs offered, and number and types of students served; and an outline of its goals. Part III presents data pertaining to students, focusing on enrollment trends, demographic information, and 1978-79 tuition and fees. Part IV discusses the types of vocational and academic programs offered at the schools and presents data showing the number of people taking and completing courses in 1978-79. In the case of vocational programs, information is also provided about the number of students who have been employed or have continued their education. Part V discusses the history and current status of college revenues and expenditures. The final section provides capital outlay data for the construction of facilities at each of the institutions. (JP)

ED 187 354 JC 800 184

Report of the Institutional Evaluation Task Force.

Vancouver Community Coll., British Columbia.
Pub Date-Mar 79
Note-110p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrators, Adult Education, Adult Students, Advisory Committees, Apprenticeships, College Administration, College Faculty, College Graduates, College Role, *Community Colleges, Community

Surveys, Dropouts, Employer Attitudes, Governing Boards, *Institutional Evaluation, Institutional Research, *Participant Satisfaction, *Program Evaluation, Public Relations, School Counselors, School Personnel, Two Year Colleges, Two Year College Students

The results are presented of an institutional evaluation conducted by Vancouver Community College (VCC) in 1978-79 which involved a survey of 14 groups within the college community and an investigation of the survey findings by a visiting team of administrators and instructors from other institutions. The report first describes the advantages of the College and Program Review Instrument used in the survey and then identifies the respondent groups: (1) VCC administrators, (2) members of the college council, (3) faculty, (4) continuing education instructors, (5) non-teaching staff, (6) advisory committee members, (7) students, (8) apprenticeship students, (9) continuing education students, (10) graduates, (11) students withdrawing before program completion, (12) employers, (13) area citizens, and (14) guidance department heads from area high schools. A summative interpretation of the survey findings is then presented in terms of respondent attitudes toward the college's goals, faculty and staff, physical resources, administrative processes, community relations, and students. The report then identifies, using a series of tables, items which the respondent groups commonly identified as particular VCC strengths and weaknesses and items on which the respondents did not agree. The report concludes with the visiting team's analysis of the study and its findings. (JP)

ED 187 355 JC 800 194

Wilson, Dennis A.

Survey of Employees' Interest in Continuing Education: A Survey of Salaried Employees and Hourly Wage Employees at Sealed Power Corporation, Muskegon, Michigan.

Muskegon Community Coll., Mich.

Spons Agency-American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-Dec 78

Note-16p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aspiration, *Adult Education, College Programs, *Community Colleges, Community Education, Credit Courses, *Educational Demand, *Employee Attitudes, *Employees, *Industrial Personnel, Information Dissemination, Public Relations, School Business Relationship, School Community Relationship, School Schedules, Surveys, Two Year Colleges

A survey of 1,041 wage employees and 589 salaried employees at the Sealed Power Corporation was conducted by Muskegon Community College to determine: (1) worker familiarity with the college; (2) worker preference concerning time and location of courses; (3) preferred topics and subject areas for courses of study; and (4) worker familiarity with information sources about the college. Major findings, based on a 22% response rate (37% of the salaried and 14% of the wage employees) revealed that the hourly wage employees tended to take less advantage of the resources and programs of the college than the salaried employees. There was a strong preference by both wage and salaried employees for enrolling in college credit courses as opposed to community service programs. There was a general feeling by both groups that early evenings on Monday, Tuesday, Wednesday, and Thursday were the best times for courses. Employees indicated a strong desire for upgrading job skills, business courses, and understanding new technologies. Studying an important public issue with fellow workers was of interest to the majority of hourly wage employees, but to less than 50% of the salaried employees. Employees identified the newspaper and college publications as the best sources of information about the college, but felt they could be best informed through mailings to their home. (JP)

ED 187 356 JC 800 215

Student Enrollment Report Community Colleges, Spring 1980.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No.-IRACC-8
Pub Date-Mar 80
Note-13p.; With the exception of statewide totals, Table 3 and Appendix A have been deleted.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, College Freshmen, *Community Colleges, *Enrollment, Enrollment Trends, Females, Full Time Students, Liberal Arts, Majors (Students), Males, Marital Status, Part Time Students, Place of Residence, State Surveys, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers-*Hawaii

February 1980 Student Enrollment Reports were analyzed to determine selected personal and academic characteristics of students enrolled at the six Hawaii community colleges during Spring 1980. The analysis revealed that 26,029 students were enrolled; 68% were regular students in credit programs, 0.5% were early admits or concurrent registrants enrolled in credit programs, 7% were apprentices or journeyworkers, and 24% were registrants in special programs. Data on the 17,730 regular (classified and unclassified) students in credit programs revealed an increase of 15 students over Spring 1979, but a 7% decrease from Fall 1979. The data indicate a continuation of the following trends: (1) again there were proportionately more women than in previous Spring semesters women comprised 49% of the students; (2) there continued to be proportionately more part-time students than in previous semesters 51% this Spring as compared to 47% in Spring 1979; (3) students continued to take fewer credits the average student semester hours taken was 9.8; and (4) again there were proportionately more vocational students, with vocational majors comprising 46% and liberal arts majors comprising 41% of the enrollment. The study revealed little change in mean age (25.6 years), percentage of continuing vs. first-time students (70%), and residence patterns. Tables present systemwide data. (Author/AYC)

ED 187 357 JC 800 219

Young, Bill Leslie, Sharon

Needs Assessment of Sensory Handicapped Students at CEGEPS in Quebec.

Dawson Coll., Montreal (Quebec).
Pub Date-30 Jul 79
Note-71p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Ancillary School Services, College Admission, College Libraries, *College Students, Deaf Interpreting, Equal Education, Guidelines, *Hearing Impairments, Legal Responsibility, *Mainstreaming, Needs Assessment, Outreach Programs, Postsecondary Education, School Registration, Student Adjustment, *Student Personnel Services, Tutorial Programs, *Visual Impairments, Visually Handicapped Mobility
Identifiers-Quebec

Findings and recommendations are presented in this report of a research project conducted by Dawson College to assess the educational needs of the sensorially handicapped at the college level, especially as they relate to Quebec's Colleges of General and Professional Education (CEGEP). Chapter I presents the objectives of the study, places the study in the context of the current state of post-secondary education for sensorially handicapped individuals in Quebec, and defines terminology. It goes on to describe the research design, which included a province-wide survey of current and former CEGEP students with sensory handicaps, sensorially handicapped secondary school students, college personnel, and non-CEGEP personnel involved with the sensorially handicapped. Chapter II highlights problem areas confronting handicapped students with respect to their education at the CEGEP which were revealed by the study for the hearing impaired these problems were primarlly related to verbal communication; for the visually impaired the major obstacles related to accessibility to written materials. Chapter III presents recommendations for the improvement of access and integration of handicapped students in the areas of support services, information, orientation and integration, admission and registration, and community outreach. Chapter IV summarizes findings and presents

suggestions for future directions. (JP)

ED 187 358 JC 800 225

Dillenbeck, Kathleen J.

Articulation with Secondary Schools Vocational/Technical Education.

Pub Date-1 Apr 80

Note-36p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (60th, San Francisco, CA, March 30-April 2, 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Articulation (Education), Auto Mechanics, College Credits, College School Cooperation, *Community Colleges, Evaluation Criteria, Governing Boards, *High Schools, Instructional Materials, *Job Analysis, *Policy Formation, Program Descriptions, Program Development, Program Implementation, Secondary School Teachers, Teacher Role, Two Year Colleges, *Vocational Education

Identifiers-Schoolcraft Community College MI

As mandated by the Michigan Department of Education (MDE), Schoolcraft Community College and the 12 high schools in its service district developed and implemented, in a three-phase project, an administrative agreement for formal articulation between secondary and college vocational education programs. The Mobilization'' phase involved: (1) securing the commitment of area school superintendents; (2) obtaining funding from the MDE; (3) forming an articulation council to develop the agreement; (4) conducting orientation sessions to promote the involvement of high school administrators and vocational education teachers. During the Implementation'' phase, curriculum materials, based on the major duties and specific job tasks in 11 occupational areas, were developed and field-tested. Job task lists, enumerating from the simplest to the most complex components of a job, were matched against skills taught at the high school and college levels. Additionally, official forms were developed to record students' progress in relation to this hierarchy of skills and to determine if college credit could be granted for high school courses. The Institutionalization'' phase involved the formal adoption of the articulation agreement and the provision for its governance by an administrative council. The report analyzes the benefits of the agreement and contains sample forms, the automechanics task list, and a copy of the articulation agreement. (JP)

ED 187 359 JC 800 239

Platt, Chet

Continuing Education Mergers: The Results of a Community College Reorganization Survey.

Association of California Community Coll. Administrators.
Pub Date-79
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Change, *Adult Education, Adult Students, College Administration, *Community Colleges, *Day Programs, Enrollment Trends, *Evening Programs, Evening Students, Institutional Characteristics, *Program Administration, State Surveys, Two Year Colleges
Identifiers-*California

As part of an effort to investigate the impact of the increasing predominance of part-time, adult, community college students on the management and organization of the continuing education function, a survey of the 106 California community colleges was conducted in Spring 1979 to determine how many had merged the administration of the day college with that of the evening college, or with the continuing education function. Survey findings, based on a 75% response rate, revealed that 32 of the responding colleges had recently placed both the continuing education function and the day college under the authority of the Dean of Instruction, six other colleges had completed mergers under slightly different designs, and five reported that merger plans were under serious consideration. Of the remaining colleges, 26 had never separated the administration of these functions in the first place, and ten indicated that the split organizational design was working well and would remain in operation. The 36 colleges that had merged the day and evening college administrations tended to be large institutions; those that had never had separate program administrations tended to be smaller and were more often in rural areas. Evening students represented approximately the same proportion of the enrollments of both of these groups. (JP)

ED 187 360 JC 800 247

FY 1979 Unit Cost Analysis for the Public Community Colleges of Illinois.

Illinois Community Coll. Board, Springfield.

Pub Date-Jan 80

Note-63p.; Several tables and Appendix A were deleted due to irreproducibility

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Ancillary School Services, Building Operation, College Administration, College Credits, College Planning, College Programs, *Community Colleges, Community Services, *Cost Effectiveness, Departments, Educational Finance, Enrollment, Institutional Research, *Program Costs, Salaries, School Accounting, State Aid, State Surveys, Two Year Colleges, *Unit Costs

Identifiers-*Illinois

A unit cost analysis for fiscal year (FY) 1979 was conducted by the Illinois Community College Board using mid-term enrollment data and uniform accounting information from each of the state's 51 community colleges. Unit costs for instructional areas were determined at three incremental levels: (1) net instructional cost (NIC), which includes direct salary, departmental, equipment, support services, operations, and building rental costs; (2) full instructional cost (FIC), which includes NIC plus miscellaneous costs, such as building remodeling and depreciation; and (3) total instructional cost (TIC), which is the FIC plus costs for organized research and public services. Major findings indicate that the state average costs per semester credit hour of instruction were $62.45 for NIC, $67.73 for FIC, and $71.26 for TIC. The net instructional costs per student semester hour by instructional category were $66.04 for general academic and baccalaureate, $60.94 for business and public service technology, $74.31 for technical education, $91.16 for health technologies, $49.74 for developmental education, $40.50 for adult basic education, and $45.38 for general studies. The state average cost per semester credit hour for educational support services was $20.80. The study report includes data tables illustrating statewide unit costs and costs by program area. (JP)

ED 187 361 JC 800 248

Student Enrollment Data and Trends in the Public Community Colleges of Illinois: Fall 1979.

Illinois Community Coll. Board, Springfield.
Report No.-ICCB-003
Pub Date-Mar 80
Note-24p.; Tables 2 and 3 were deleted except for the state totals due to irreproducibility. Appendices A through E were deleted due to irreproducibility
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, American Indians, Asian Americans, Black Students, *Community Colleges, Day Students, *Enrollment, *Enrollment Trends, Ethnic Groups, Evening Students, Females, Full Time Equivalency, Full Time Students, Hispanic Americans, Liberal Arts, Majors (Students), Males, Out of State Students, Part Time Students, State Surveys, Student Characteristics, Transfer Programs, Two Year Colleges, *Two Year College Students, Vocational Education, White Students
Identifiers-*Illinois

Fall 1979, end-of-registration'' enrollment data were gathered for the 51 Illinois public community colleges and compared with data from earlier years. Selected findings indicate that while headcount enrollment increased from 322,267 in Fall 1978 to 323,653 in Fall 1979 (0.4%), full-time equivalent enrollments decreased from 143,234 to 142,514 (-0.5%). Full-time student enrollment decreased for the fourth consecutive year from a high of 100,409 in Fall 1975 to 80,854 in Fall 1979; the number of part-time students was 242,799 (an increase of 1.3% from Fall 1978), constituting 75% of the total enrollment. Demographic data indicate that: (1) female enrollment (180,479) increased by 1.3% from Fall 1978, while male enrollment dropped from 143,491 to 143,174; (2) 53% of the students were 24 years of age or older; (3) 74.5% were white, 18.2% were Black, 5.1% were Hispanic, 1.7% were Asian, and 0.5% were American Indian or Alaskan. Most students (66%) enrolled in day courses, 31.9% attended evening classes, and 2.1% were enrolled in weekend courses. Baccalaureate programs suffered a 10.9% decrease in enrollment from Fall 1978; the most popular transfer curricula were liberal arts, business, and natural science. Vocational enrollments increased by 0.8%; nursing, secretarial technologies, and accounting programs had the highest enrollments. Data tables are provided throughout the report. (JP)

ED 187 362 JC 800 249

Disadvantaged Student Grant Program for Illinois Public Community Colleges for FY 1979 FY 1980.

Illinois Community Coll. Board, Springfield.

Pub Date-Jan 80

Note-30p.; Table I and Part III were deleted due to irreproducibility. Tables may not reproduce well

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Gains, Adult Education, Annual Reports, *Community Colleges, Counseling Services, Developmental Studies Programs, *Educationally Disadvantaged, *Enrollment, Females, Institutionalized Persons, Minority Groups, Older Adults, *Remedial Programs, *State Aid, State Colleges, State Programs, State Surveys, Student Characteristics, Tutorial Programs, Two Year Colleges, Veterans

Identifiers-*Illinois

This three-part report summarizes the accomplishments of Illinois' Disadvantaged Student Grant Program, through which public community colleges receive special funds for aiding educationally disadvantaged students on the basis of enrollment in remedial and developmental courses. Part I presents anecdotal accounts of exemplary student achievements which describe the goals, educational levels, and personal needs of students who have benefitted from the program by, for example, passing the General Educational Development test or improving their basic skills, as well as the recruitment efforts, outreach programs, and special services made possible by the funding. Part II discusses: (1)

the funds awarded to the individual college districts for fiscal year (FY) 1979; (2) the number of students in Adult Basic Education, Life Skills, English as a Second Language, Vocational, and Employer Skills courses; (3) the special student groups involved, including senior citizens, minorities, women, and veterans; (4) the number of students by race, sex, and age; and (5) the number of students served in programs other than remedial/developmental programs. The final section summarizes funding and student data and anticipates FY 1980 program allocations. The report also provides a brief history of the program and its funding since its inception in 1973. (JP)

ED 187 363 JC 800 256

Community College Research: Methods, Trends, and Prospects. Proceedings of the National Conference on Institutional Research in Community Colleges, August 1976.

Educational Testing Service, Princeton, N.J.

Spons Agency-American Association of Community and Junior Colleges, Washington, D.C.; College Entrance Examination Board, Princeton, N.J.

Pub Date-77

Note-205p.

Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*College Administration, *College Planning, *Community Colleges, Data Analysis, Data Collection, Educational Trends, *Institutional Research, Program Evaluation, Research Methodology, *Research Needs, Research Reports, *Research Utilization, Statewide Planning, Statistical Analysis, Two Year Colleges

Information on institutional research, planning, and evaluation is provided in 15 conference presentations. The papers included in the collection are: (1) The Nature of Institutional Research in the Community College (CC)'' by James L. Wattenbarger; (2) The Range and Organization of Data for Research'' by Richard L. Alfred; (3) Research Methods and Statistical Analyses for Developing Professionals in Institutional Research'' by James W. Selgas; (4) Some Practical Considerations in Analyzing and Interpreting Data'' by Arthur N. Cherdack; (5) Developing and Disseminating Research Reports'' by Robert Gell; (6) Management: Developing Issues and CC Research'' by Nolen M. Ellison; (7) Conceptualizing CC Research at the National Level'' by John Lombardi; (8) Developing Issues and CC Research'' by Dorothy M. Knoell; (9) The Case for Statewide Coordination of Institutional Research in the CC'' by Ivan J. Lach; (10) A User-Oriented Approach to Program Evaluation'' by Lorraine Beitler; (11) Management and Research: An Essential Partnership?'' by Boris Blai; (12) Institutional Research and Management: The Essential Partnership'' by Cheryl Opacinch; (13) An Organizational Perspective on Institutional Research in the Eighties'' by Ervin Harlacher; and (14) Identifying Institutional Research Needs'' and (15) Is Information Power?'' by Leslie Myles. (AYC)

ED 187 364 JC 800 262

Gleazer, Edmund J., Jr.

The Community College: Values, Vision & Vitality.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.; Shell Companies Foundation, New York, N.Y.

Pub Date-80

Note-197p.

Available from-American Association of Community and Junior Colleges Publication Sales, Suite 410, One Dupont Circle, N. W., Washington, DC 20036 ($6.50).

Pub Type- Books (010) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Cooperation, *College Role, *Community Colleges, Community Development, *Educational Development, Educational Finance, Educational Needs, *Educational Objectives, Educational Trends, Futures (of Society), Governance, Institutional Autonomy, Leadership, *Lifelong Learning, Older Adults, Program Descriptions, State Legislation, Two Year Colleges

This collection of essays devotes a chapter to each of eight issues related to the community college. The first chapter focuses on the function and mission of the community college, considering topics such as community awareness, educational opportunity, student diversity, and lifelong learning. The second chapter considers the role of the community college in community development and in improving the quality of life. The third chapter underscores the importance of cooperation with other community agencies, including education-work councils, state and local government agencies, unions, vocational schools, and health agencies. Chapter IV explores trends and issues related to lifelong learning, giving particular emphasis to older Americans and those with obsolete job skills or without formal education. Chapter V investigates that current state of legislative policies and perceptions. The sixth chapter considers several concerns related to community college finance, discussing the current cost-sensitive environment and the difficulty of maintaining local flexibility. Chapter VII addresses questions of control/autonomy, considering the views of the state, the institution, and the community. The final chapter focuses on leadership and its importance to the future of the community college. Appendix I defines concepts of lifelong learning and Appendix II outlines adult life cycle tasks and possible educational responses. (AYC)

ED 187 365 JC 800 266

Responses of Fall 1979 Entering Students: Spring 1980 Continuing Student Survey. Student Flow Program, Report 4.

Hawaii Univ., Honolulu. Kapiolani Community Coll.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Apr 80
Note-48p.; Computer printouts may not reproduce well
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, Ancillary School Services, College Environment, College Freshmen, College Instruction, *Community Colleges, Comparative Analysis, Educational Testing, Females, Grade Point Average, Information Needs, Majors (Students), Males, *Participant Satisfaction, Program Evaluation, School Surveys, *Student Attitudes, Student Characteristics, *Student College Relationship, Student Employment, Student Personnel Services, Two Year Colleges, *Two Year College Students, Use Studies

A survey was conducted in Spring 1980 of the 1,358 continuing Kapiolani Community College students who had registered as first-time students in Fall 1979. The survey instrument solicited information on: (1) student employment; (2) knowledge of procedures and requirements; (3) evaluation of students' college experience; (4) evaluation of student services; and (5) evaluation of instructional services and academic support. Major findings, based on a 50% response rate, revealed that, in both Fall and Spring semesters, most students (72%) were employed; and 62% held jobs off-campus. At least two-thirds of the respondents indicated knowledge of procedures and requirements concerning registration, advising, transfer of courses, and graduation. The majority of the respondents indicated that they were ``satisfied'' or ``very satisfied'' with specific and general college experiences. Responses to items related to student services indicated that over one-third did not know about nine of 11 specific services; the most commonly used services were the career resources library and the study skills modules. Respondents expressed overall satisfaction with academic services, though 31% felt unable to enroll in the courses they desired most. More than half of the respondents knew about, but did not use, academic support services. The report includes tables comparing responses by placement test scores, grade point average, program areas, and sex. (JP)

ED 187 366 JC 800 270

Pearce, Frank C.

Methods of Dealing with Uncertainty: Panel Presentation.

Pub Date-11 Mar 80

Note-11p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (Monterey, CA, March 9-11, 1980)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Change, *College Administration, *College Planning, *Community Colleges, Economic Change, *Educational Change, Educational Finance, Educational Technology, Models, Self Evaluation (Groups), Social Change, Two Year Colleges

Rising energy costs, changing tax bases, increasing numbers of non-traditional students, and ever changing educational technology point to the fact that community college administrators will have to accept uncertainty as a normal planning component. Rather than ignoring uncertainty, a tendency that was evidenced in the reluctance of administrators to prepare contingency plans for California's Proposition 9 in 1980, college managers must follow planning modes that allow them to pursue any of several paths based on decisions made at the very last moment. Such a planning mode has been implemented at Long Beach City College (California). This mode entails an ongoing cycle of seven steps: (1) define the planning units (departments, administrative offices, etc.); (2) prepare a one-paragraph statement explaining why the unit exists; (3) develop five or six statements outlining the outcomes desired of the unit; (4) list each of the courses offered by instructional units under one of the identified outcomes and require non-instructional units to list and assign priorities to the tasks necessary to accomplish each desired outcome; (5) prepare plans for the evaluation of the extent to which each unit achieves the outcomes; (6) collect data for the evaluation; and (7) reorganize resources within units based on evaluation findings. Unit functions can be redefined at any point in the planning process. (JP)

ED 187 367 JC 800 279

Johnson County High School Students: Goals, Perceptions and Aspirations.
Johnson County Community Coll., Overland Park, Kans.
Pub Date-Dec 79
Note-208p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Aspiration, *Career Choice, Career Planning, *College Bound Students, College Choice, *Community Colleges, Comparative Analysis, Females, Financial Needs, Grade Point Average, High School Seniors, *High School Students, Males, Parent Background, Professional Occupations, Questionnaires, Student Attitudes, Student Characteristics, *Student Educational Objectives, Student Recruitment, Technical Occupations, Terminal Students, Values, *Vocational Interests

In an effort to develop a marketing plan for the recruitment of students directly from high school, Johnson County Community College (JCCC) conducted a survey in Fall 1978 of 1,947 juniors and seniors at eight county high schools to determine student demographic characteristics, occupational and educational aspirations, college attendance plans, program interests, and perceptions of JCCC. Selected survey results indicate that choosing the right job was the most important goal for the students, followed by job success, being a good parent, and being able to understand people. While 56% of the students had decided on the type of work they would like to have in ten years, 76.2% indicated they would like more information on career choices. Students were more interested in professional occupations than technical jobs, and 51.7% planned to attend college directly after high school. The most popular reasons for attending college were to prepare for a better paying job, to enhance self-understanding, and to promote personal development. While JCCC was the most popular institution of those indicating a specific college choice, only 8.8% of the respondents felt that they knew ``quite a bit'' about JCCC. The survey report compares findings related to male and female students, Shawnee Mission and other high school students, and students with varying post-graduation plans. (JP)

ED 187 368 JC 800 284

Gold, Ben K.

Some Characteristics and Opinions of LACC Entering Students Fall, 1979: A Report on Responses to the A.C.E. 1979 Student Information Form. Research Study Number 80-6.

Los Angeles City Coll., Calif.

Pub Date-May 80

Note-30p.; The survey instrument is copyrighted and is therefore not available

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *College Freshmen, *Community Colleges, Comparative Analysis, Educational Background, Educational Needs, *Ethnic Groups, Full Time Students, Local Norms, National Norms, Parent Financial Contribution, Political Attitudes, Religion, Social Values, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Student Financial Aid, Two Year Colleges, *Two Year College Students

As part of a nationwide study coordinated by the American Council on Education, Los Angeles City College (LACC) conducted a survey of incoming Fall 1979 students to determine their characteristics and opinions. Data collected from 788 students were compared with nationwide findings and with results of similar surveys conducted annually since 1970. Results indicate that 313 respondents (40%) had taken college work previously and that 111 (14%) were not full-time students. Major findings concerning the remaining 364 full-time, first-time entering freshmen reveal that 55.2% were women and that 80% were members of a minority group (compared to 12% nationwide). Opinion questions demonstrated that the LACC freshmen were more conservative than their counterparts of ten years ago; the percent who agreed that grades should be abolished dropped consistently from 42% in 1970 to 17% in 1979, while the percent that agreed that there is too much concern in the courts for the rights of criminals increased from 45% in 1970 to 55% in 1979. Two-thirds of the LACC freshmen expected no financial aid from their parents, compared to about 40% nationally. Three-quarters indicated that the objective to be very well off financially'' was essential, the highest percentage of students to indicate so in years. LACC findings are compared with nationwide results and LACC data are presented for each year since 1970. (JP)

ED 187 369 JC 800 288

Eliason, Carol

Equity Counseling for Community College Women.

American Association of Community and Junior Colleges, Washington, D.C. Center for Women's Opportunities.
Spons Agency-Women's Educational Equity Communications Network, San Francisco, Calif.
Pub Date-79
Note-291p.
Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($6.00)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Students, Allied Health Occupations Education, *Career Counseling, Career Planning, College Credits, College Role, *Community Colleges, Community Involvement, Counseling Techniques, Counselor Role, Demonstration Programs, Displaced Homemakers, Engineering Technology, Equal Opportunities (Jobs), Experiential Learning, *Females, Group Counseling, Minority Groups, *Nontraditional Occupations, Reentry Students, *Sex Fairness, Sex Stereotypes, Two Year Colleges, Welfare Recipients

Articles written by women educators and counselors are provided with accompanying resource information in this five-part monograph which focuses on the need for and the implementation of sex equity vocational counseling at community colleges. Part I examines the role the counselor can play in eliminating the effects of sex stereotyping on the occupational decisions made by women and in making occupational training available to women in areas traditionally dominated by men. Part II discusses the institutional commitment needed to provide sex equity counseling in terms of programs and services, and Part III examines the special needs of various target populations, including minorities, middle-aged women re-entering the job market, displaced homemakers, and welfare recipients. Part IV explores various techniques that can be used in implementing sex equity, including group counseling, workshops, awareness training, life/work planning, community activities and clubs, computerized career counseling, and granting college credit for homemaking and volunteer work experience. Part V describes the exemplary counseling programs and services provided for women students at six community colleges. A bibliography of materials of interest to students, counselors, and administrators is appended. (JP)

ED 187 370 JC 800 289

VanAusdle, Steven L. Peterson, James

Handbook for Advisory Committees in Occupational Education at Walla Walla Community College.

Walla Walla Community Coll., Wash.
Spons Agency-Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date- 79
Note-24p.; Photographs will not reproduce well
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, College Administration, *Community Colleges, Guidelines, Instruction, Organization, Organizational Objectives, Orientation Materials, Public Relations, Responsibility, Student Recruitment, Teacher Evaluation, Teacher Recruitment, Two Year Colleges, *Vocational Education

Orientation materials are provided in this handbook for newly appointed members of vocational education advisory committees at Walla Walla Community College (WWCC). In a question/answer format, the handbook first describes the role and functions of advisory committees in relation to the provision of high quality educational programs, adequate job training, and state and federal requirements. Next, the three types of advisory committees utilized at WWCC (the General Advisory Council, Program/Craft Advisory Committees, and Ad Hoc Committees) are described and the importance of working with Joint Apprenticeship and Training Committees is discussed. A checklist of functions which advisory committees may perform is then provided as a guide for focusing committee activity. For the General Advisory Council, these activities are in the areas of student recruitment, selection, placement, and follow-up; instruction; public relations; and instructor recruitment, selection, and evaluation. Another checklist is provided for Program Advisory Committees which includes functions in these areas and in relation to instructor assistance as well. The following section contains guidelines for the organization and operation of advisory committees, focusing on the duties of the chairperson, secretary, and college representatives and the selection of advisory committee members. The final sections define terms and provide references. (AYC)

ED 187 371 JC 800 291

Fast, Casey

Making the Best Better: The LCC Individualized Math Story.

Pub Date-May 80

Note-10p.; Paper presented at the Oregon Developmental Educational Association (Eugene, OR, May 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, *College Mathematics, *Community Colleges, Differentiated Staff, *Dropout Prevention, *Independent Study, *Learning Laboratories, Mastery Learning, Mathematics Instruction, Mathematics Teachers, Program Descriptions, Remedial Programs, School Holding Power, Staff Utilization, Student Teacher Relationship, Teacher Role, Two Year Colleges, Withdrawal (Education)

Identifiers-Lane Community College OR

The independent study Math Resource Center (MRC) program at Lane Community College offers seven courses on an open-entry/open-exit'' basis: Math 1, 2, and 3; Elementary, Intermediate, and College Algebra; and Dosage Computation. Students may enroll at any time, learn at their own rate, and leave class when they have developed their skills to the desired level. Differentiated staffing (aides, assistants, instructors, and director) provides many levels of instruction through self-study texts, single-concept video tapes, tutoring, and small group instruction. Course procedures include pre-testing and the use of student study records, a study guide, and a student reference manual. Even though staff members serve primarily to encourage student interest, involvement, and effort, 46% of the MRC students in 1977 failed to complete any course work. Findings of recent studies of math knowledge, skills, understanding, and applications reveal many problems that may account to an extent for this high dropout rate, but instructors' emphasis on knowledge rather than on students is also a contributing factor. One strategy for improving student retention is based on faculty efforts to learn about their students through the collection of personal data about hobbies and life goals, one-to-one encouragement in letters or by telephone, and careful monitoring of progress. (JP)

ED 187 372 JC 800 292

Barnard, Craig A.

Graduate Survey: Illinois Valley Community College, Class of 1979.

Illinois Valley Community Coll., Oglesby.
Pub Date-May 80
Note-19p.; Table with small type may not reproduce well
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Associate Degrees, *College Graduates, *College Transfer Students, *Community Colleges, Education Work Relationship, Employment Patterns, Enrollment Trends, Females, Followup Studies, Graduate Surveys, *Institutional Evaluation, Liberal Arts, Majors (Students), Males, *Participant Satisfaction, *Terminal Students, Trend Analysis, Two Year Colleges, Two Year College Students, Vocational Education, Vocational Followup

A survey of the 443 Illinois Valley Community College (IVCC) students who graduated in Summer 1978, December 1978, and May 1979 was conducted to determine graduates' vocational and/or educational activities and their attitudes toward the college's strengths and weaknesses. Major findings, based on a 77% response rate, indicated that 41% of the respondents were attending colleges and universities; this figure represents the first gain in the percentage of IVCC graduates to directly transfer to other institutions since 1970. Most (163) were attending public colleges, and liberal arts was the most popular declared major. The percentage of students employed after graduation (33%) decreased from the 1978 high of 57.5%. While responses to open-ended questions revealed a number of the college's weaknesses as well as strengths, 95% of the respondents indicated that they would recommend IVCC to other students. The survey report includes tables illustrating: (1) the degrees completed by terminal students; (2) a comparison of survey results with findings from studies completed between 1968 and 1978; (3) the four-year colleges to which the graduates transferred and the number of credits transferred; (4) majors at senior institutions; (5) majors of vocational program graduates; and (6) the job placement statistics of vocational program graduates. (JP)

ED 187 373 JC 800 293

MacMillan, Thomas F.

On Improving Student Retention: Reflections on the NORCAL Project Following a Decade of Change.

Pub Date-24 Apr 80

Note-14p.; Paper presented to the Research & Development Conference of the California Community and Junior College Association (Monterey, CA, April 23-25, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Community Colleges, Dropout Prevention, Economically Disadvantaged, Educational Research, *High Risk Students, *School Holding Power, *Student Attrition, Student Characteristics, *Student Personnel Services, Two Year Colleges, Two Year College Students, Withdrawal (Education)

Identifiers-California, Extended Opportunity Programs and Services, NORCAL Research Group

Research reports are cited in this examination of the applicability of the findings of a 1971 NORCAL Research Group student attrition study and Extended Opportunity Programs and Services (EOPS) legislation to today's non-traditional student. After brief descriptions of the composite profile of the high risk'' student, which was developed by the NORCAL study, and the intervention strategies incorporated into EOPS activities to meet the needs of these students, the report cites data from more recent studies which reconfirm the NORCAL finding that attrition, especially among poor, minority students, remains a costly and significant problem. Additional studies are then examined, which demonstrate that despite the increased enrollment of older, non-traditional students, intervention strategies aimed at the individual student, such as financial and tutorial assistance, peer counseling, and academic support services, can have a significant impact on the retention and achievement of high risk'' students. The paper concludes with five recommendations for colleges concerned with retention: increasing descriptive research to identify differential rates of retention among segments of the student population; involving instructional faculty in the study of course withdrawal; focusing on promoting the academic success of high risk'' students; conducting academic assessment of new students; and providing student support services. (JP)

ED 187 374 JC 800 300

Implementation Plans and Schedule: Center for Urban-Metropolitan Development.

Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date-Jul 79
Note-85p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Organization, Business Education, *Community Colleges, *Community Development, Community Education, *Education Service Centers, Evaluation Criteria, Job Skills, *Organizational Objectives, Program Administration, *Program Development, Program Implementation, Scheduling, Skill Development, Tutorial Programs, Two Year Colleges, *Urban Extension, Urban Studies
Identifiers-*Ohio (Cleveland)

Plans for the implementation of programs and services at Cuyahoga Community College's Center for Urban-Metropolitan Development are presented for fiscal year (FY) 1980. After introductory material outlining the history of the Center's development since its inception in 1978, the report enumerates the data sources and quantitative and subjective measures of student outcomes to be used in evaluating the Center's programs and personnel performance during the following year. Next, a description is presented of the three-part organizational structure of the Center, by which it provides programs in neighborhood educational development, job skills and small business development, and special urban issues and projects. An outline of priorities for FY 1980 follows, including the implementation of the Urban Neighborhood Extension Agent concept, expansion of the involvement of full-time faculty in special projects, and the further development of support and procedures for the ongoing operation of the Center's programs. The report concludes with a series of charts illustrating the goals, objectives, and implementation schedules for each activity planned by the Center for FY 1980. (JP)

ED 187 375 JC 800 304

State Plan for Community Colleges in Maryland: Fiscal Years 1981-1986.

Maryland State Board for Community Colleges, Annapolis.
Pub Date-May 80
Note-165p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, Capital Outlay (for Fixed Assets), College Programs, College Role, *Community Colleges, Community Education, Educational Facilities, Educational Facilities Improvement, Educational Facilities Planning, *Educational Finance, *Educational Objectives, Energy Conservation, Enrollment, Enrollment Projections, Financial Problems, *Institutional Characteristics, *Long Range Planning, Operating Expenses, State Aid, *Statewide Planning, Transfer Programs, Two Year Colleges, Vocational Education
Identifiers-*Maryland

Information concerning Maryland's 17 community colleges and the Maryland State Board for Community Colleges (SBCC) is presented as a guide for the development of instructional programs, capital facilities, budgetary projections, and evaluation activities. The report first analyzes the success the Maryland community colleges have enjoyed in the areas of student goal achievement, faculty competence, local support, geographic access, quality of facilities, and comprehensive curriculum development. Special problems are then discussed, including current fiscal constraints, the decline of the liberal arts, increases in reporting and regulations, and the maintenance of low tuition rates. Subsequent sections present enrollment projections; a discussion of the status of instructional programs, including transfer, vocational, adult, and community education programs; and an examination of current operating expenses and present and projected requirements for facilities. Objectives and goals for the SBCC and for the colleges themselves are then enumerated, followed by a description of the three major policy directions to be followed in fiscal year 1981: improvement of inadequate funding, energy conservation, and reduction of deferred maintenance. The report then profiles each of the colleges in terms of programs and facilities and discusses the attainment of SBCC's objectives. (JP)

ED 187 376 JC 800 306

Broadbent, William A.

Second Annual Employer Satisfaction Survey.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Pub Date-Apr 80

Note-27p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Graduates, *Community Colleges, Comparative Analysis, *Employer Attitudes, Employment Qualifications, *High School Graduates, High Schools, Job Skills, Job Training, Occupational Surveys, *Personnel Evaluation, Two Year Colleges, *Vocational Education

Identifiers-*Hawaii

A state-wide survey of the personnel directors at 31 randomly selected firms with 180 employees or more was conducted to determine employer attitudes toward those employees who had graduated from high school or community college vocational education programs. The survey, administered during personal interviews, asked participants to: (1) indicate the area of training most heavily represented by employees who had experienced vocational education; (2) compare those employees who had not undergone training with those who had; and (3) evaluate, on a five-point Likert scale, vocationally trained employees against 11 criteria commonly used in employee evaluations. Survey results indicated that service firms were the most heavily represented group in the sample, and that business education was the most common training area among employees who had undergone high school or community college vocational education. The majority of respondents felt that vocational education students were better prepared for employment than those students with no such training; none indicated that vocational students were less prepared. The overall rating for high school graduates on the five-point scale was 3.4, and community college graduates received a 3.9. Both groups were rated highly on mechanical skills, work attitudes, and motivation. Data tables and selected respondent comments are provided in the study report. (JP)

ED 187 377 JC 800 307

Edwards, Nancy

Fairness: Subjectivity or the Computer, a Faculty Member's Dilemma.

Pub Date- 80
Note-7p.
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *Community Colleges, *Justice, Student Problems, *Student Teacher Relationship, *Teacher Role, Two Year Colleges, Two Year College Students

Trying to be fair to all students is one of the most difficult professional responsibilities of the community college professor. Yet it is especially important as the community college, more than any other segment of public higher education, must adhere to the goals of universal access and equal opportunity. Furthermore, students' conceptions of the community college experience may be their first or only model of American higher education the significance of their experiences must not be underestimated. However, fairness is a philosophically difficult objective. A professor may, for example, choose a computer-graded examination for a Shakespeare course in order to avoid the subjectivity involved in grading term papers. By doing so, though, the instructor is penalizing students who prefer to write. Also, when making allowances for students' unforeseen personal problems, the professor faces the difficulty of disassociating her/himself from the rigid academia which he/she experienced. The instructor must remember that today's community college student is more likely to have a job, live at home, and have family responsibilities is therefore more likely to encounter problems that will affect his/her academic performance. Still, the professor must decide if granting special privileges because of personal problems is unfair to students without such problems. (JP)

ED 187 378 JC 800 308

Garms, Walter I.
On Measuring the Equity of Community College Finance.
Pub Date-Feb 80
Note-36p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *Community Colleges, Comparative Analysis, *Educational Finance, *Elementary Secondary Education, *Equal Education, Equalization Aid, Full State Funding, *Higher Education, Legal Responsibility, Measurement Techniques, Outcomes of Education, Property Taxes, School Districts, State School District Relationship, Student Financial Aid, Tax Allocation, Tuition, Two Year Colleges

This three-part report examines various measures of the equity of educational provision at the elementary-secondary and university levels and explores the applicability of these measures to an evaluation of community college finance. Part I defines educational equity, examines the differences in its measurement on the elementary-secondary and university levels, and discusses the unique character of the community college which makes a transfer of these measurement techniques problematic. This section notes that while equity at the elementary-secondary level is usually effected by state efforts to equalize educational finance and/or opportunity between various school districts, equity at the university level is usually effected by equalizing the costs of education among individual students at different income levels. Part II argues that although the provision of community college education may not seem as vital as the maintenance of elementary-secondary education, the continued societal debate over equal provision of all public services mandates that the equity of community college finance also be examined. Part III investigates how criteria for the measurement of equity at the elementary-secondary and university levels could be modified to apply to the community college. (JP)

ED 187 379 JC 800 309

Lowe, Irel D.

Pre-Registration Counseling: A Comparative Study.

Pub Date-24 Apr 80

Note-23p.; Paper presented at the Research and Development Conference of the California Community and Junior College Association (Monterey, CA, April 23-25, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Academic Persistence, *Community Colleges, Comparative Analysis, *Counseling Effectiveness, *Counseling Techniques, *Educational Counseling, Grade Point Average, Group Counseling, School Holding Power, Sch[illegible] Orientation, Student College Relationship, Two Year Colleges, Withdrawal (Education)

A study was conducted at Foothill College (California) during Fall 1978 and Spring 1979 to determine the effect of different approaches to pre-registration counseling on students' academic success and degree of satisfaction with their college experience. Four groups of 50 randomly selected, first-time, full-time students were involved in the study. One group received group counseling in an ``Introduction to College'' course; another underwent individual, pre-registration counseling interviews; the third saw counselors only to obtain approval of courses; and the fourth group chose to receive no academic counseling at all. Program changes, grade point average, and rate of retention were noted for each group at the end of the Fall and Spring terms, and a questionnaire was administered at the beginning of the Spring semester to determine students' satisfaction with the counseling they had received. Major findings indicate that students receiving pre-registration counseling had more satisfaction with their initial program of study and withdrew at a lower rate than the non-counseled group. In addition, students receiving only perfunctory counseling had significantly more program changes, withdrew at a higher rate, and failed to return for the second quarter at a higher rate than did the students who underwent pre-registration counseling. (JP)

ED 187 380 JC 800 310

Sadler, William A., Jr. Whimbey, Arthur

Developing a Cognitive Skills Approach to Teaching.

Pub Date-Apr 79

Note-20p.; Paper presented at the conference of the American Association of Higher Education (Washington, DC, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities, *Cognitive Ability, *Cognitive Development, College Faculty, *College Students, Conventional Instruction, Core Curriculum, Critical Thinking, Curriculum Development, *Developmental Programs, Discussion (Teaching Technique), Faculty Development, Higher Education, Lecture Method, Nontraditional Education, Problem Solving, Program Evaluation, Student Motivation, Student Participation, Teacher Role

Identifiers-Bloomfield College IL

Drawn largely from the experiences of Bloomfield College (Illinois) with its Freshman Core Program, but citing other efforts to develop thinking skills as well, this essay considers several questions and issues concerning the cognitive skills approach to teaching. The paper begins by identifying some of the increasingly common learning problems which have stimulated interest in the cognitive skills approach in higher education. The next section of the paper explains that the cognitive skills approach grows out of a developmental view of knowledge; it seeks to develop intelligence by utilizing an active, problem-solving approach to classroom activities. Next, several methods of teaching cognitive skills are introduced and distinctive features of the approach are enumerated (e.g., intense verbal interaction, student-oriented instruction, motivation of students to learn, and a developmental emphasis). The following section of the paper focuses on training teachers to effectively use the cognitive skills approach, describing several faculty development efforts. A rationale for implementing the approach precedes a discussion of methods of evaluating its effectiveness. The final section outlines problems that threaten the effective continuation of the use of the cognitive skills approach at Bloomfield College. (AYC)

ED 187 381 JC 800 312

Hayes, Daniel T.

College Credit Earned during High School: Reactions among Four-Year Institutions throughout Illinois.

John Wood Community Coll., Quincy, Ill.

Pub Date- 77

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Credits, College School Cooperation, Community Colleges, Comparative Analysis, Cooperative Programs, Core Curriculum, Elective Courses, Grades (Scholastic), Higher Education, High Schools, *High School Seniors, Private Colleges, State Colleges, State Surveys, *Transfer Policy, Transfer Programs

Identifiers-Escrow Programs (College Credits), *Illinois

A survey of the directors of admission at 12 public and 46 private four-year colleges in Illinois was conducted to determine: (1) whether college credit earned by a student during the senior year of high school was recognized; (2) the areas to which this credit was generally applied; and (3) the factors considered in a decision regarding the transfer of college credit accumulated during high school. Major findings, based on responses from 10 public and 34 private institutions, revealed that while only about half of the colleges had a written policy concerning the transfer of credit earned in high school, 100% of the public and 82% of the private colleges indicated that this credit was indeed accepted. Most of the private institutions and all of the public colleges reported that this credit could be applied to required courses and to elective courses. There was more reluctance, however, to apply this credit to the student's major; only 71% of the private colleges and 90% of the public colleges indicated that they would do so. While private colleges considered the student's grade to be the most important factor in determining whether to recognize credits or not, the public institutions placed more emphasis on the college which granted the credit. The survey report includes a description of the Escrow Program at John Wood Community College which permits seniors to earn college credit at their high school. (JP)

ED 187 382 JC 800 313

Koltai, Leslie

The Agony of Change. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date-Jun 80

Note-6p.

Pub Type- Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Change, *Administrative Problems, *College Administration, College Role, *Community Colleges, Economic Change, *Educational Change, Educational Finance, Educational Objectives, Educational Quality, Financial Problems, Futures (of Society), Governance, Literature Reviews, State Aid, Tuition, Two Year Colleges

Current educational and fiscal trends have combined to create a complex management environment in which two-year colleges have had to forgo long-range planning and concentrate on the immediate problem of dealing with ongoing change. The dilemma caused by this change is evident in the intensive reexamination of what community colleges should be and in the increasing need to plan programs, allocate resources, and negotiate collective bargaining contracts without any indication of future funding levels. Because this ongoing change threatens academic excellence and the potential for professional advancement that faculty need to perform well, two-year colleges must initiate original responses to these problems, such as the creation of student-centered guidelines for change management and the utilization of participatory management techniques to involve the entire institution in adapting to changing situations. Colleges must also deal with special problems and concerns, including the influence of pressure groups on legislatures, the need to adopt new budgeting techniques in the face of reduced funding, the effect of increasing tuition on educational access, and the pros and cons of adopting marketing techniques for student recruitment. Other issues intertwined with these problems include the use of institutional research, and the impact of trustee involvement, accountability, and student attrition. (JP)

ED 187 383 JC 800 314

Chaffee, John

Teaching Critical Thought Skills to Remedial Students.

Pub Date-11 Apr 80
Note-10p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association (Baltimore, MD, April 10-12, 1980)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Community Colleges, Concept Formation, Concept Teaching, *Critical Thinking, Decision Making, Educational Benefits, Language Role, Language Usage, *Problem Solving, *Remedial Instruction, Two Year Colleges, Two Year College Students

Based on the premise that traditional skill deficiencies are symptoms of a fundamental inability to reason, to use concepts, and to solve problems, a three-part remedial course was designed by the Philosophy Department at LaGuardia Community College (New York) to teach critical thinking as a basic learning skill. Part I of the course explores the interdependence of language, thought, and action through an examination of: (1) the effect that the common use of racially derogatory language has upon one's attitudes and actions toward members of another race; (2) how language is made imprecise by ambiguity, vagueness, and cliches; (3) the mistaken identification of words with things they represent (a common practice in advertising); and (4) the use of emotive language in the place of descriptive, logical wording. Part II examines, through specific examples drawn from the students' lives, what concepts are and how they function in providing organization and continuity in the human experience. Part III provides students with methods of problem analysis that can be employed in classroom, family, and social settings. Thus, by developing skills in critical thinking, students not only enhance their academic performance, but also take better control of their lives. (JP)

ED 187 384 JC 800 315

Harris, Mathilde E.

Infusing International Studies into the Community College Curriculum.

Pub Date-Mar 80

Note-10p.; Paper presented at the International Studies Association Conference (Los Angeles, CA, March 1980) and at the Annual International/Intercultural Consortium of the American Association of Community and Junior Colleges (San Francisco, CA, March 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Asian Studies, Associate Degrees, *Community Colleges, *Curriculum Development, Curriculum Enrichment, Faculty Development, Global Approach, Interdisciplinary Approach, *International Studies, Learning Modules, Liberal Arts, *Program Development, Program Implementation, School Business Relationship, Two Year Colleges, Vocational Education

Identifiers-European Studies, Latin American Studies

Mount Hood Community College (MHCC), with financial support from the Department of Health, Education, and Welfare (DHEW), implemented a three-year project in 1979 designed to infuse international studies into the college's liberal arts and vocational curricula. Planning for the project began after the successful implementation of a study abroad program in 1974 and was given additional impetus by the large import/export sector of the Portland business community. The major goals of the project were to: (1) develop four associate degree programs in international studies one for the liberal arts and three for vocational students in the areas of journalism, importing and exporting, and early childhood education; (2) include either Asian, Latin American, or European studies as an area of concentration for each of the degrees; (3) revise 30 courses to include global topics; (4) develop 48 instructional modules for interdisciplinary use; and (5) introduce new international studies courses. Activities planned for the achievement of these outcomes included faculty development programs, the creation of an international studies resources center, the increase of library acquisitions in the area, quarterly program evaluations, the release of faculty members to develop instructional materials, and the dissemination of program information. At the end of the first year, all indications point to the program's success. (JP)

ED 187 385 JC 800 317

Hochman, Darlene

Nursery Education Program Follow-Up Survey & Evaluation for the Class of 1977.

Suffolk County Community Coll., Selden, N.Y.

Pub Date-Nov 78

Note-16p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, College Credits, Community Colleges, Course Evaluation, Education Work Relationship, Employment, Field Experience Programs, Followup Studies, Graduate Surveys, Job Training, *Nursery Schools, *Outcomes of Education, *Participant Satisfaction, *Preschool Education, *Program Evaluation, Questionnaires, Transfer Students, Two Year Colleges, Vocational Followup

A follow-up survey of the 27 students who had either completed the Nursery Education program sequence or graduated with an associate degree in Nursery Education from Suffolk County Community College (SCCC) in June 1977 was conducted in Spring 1978 to determine students' assessment of the Nursery Education program and their perceptions of the program's helpfulness in achieving their vocational and/or educational goals. Two survey instruments were administered. The follow-up questionnaire focused on age at completion of program, sex, employment status, helpfulness of the program in obtaining employment, relatedness of job to education, transferability of courses, relatedness of SCCC major to four-year college major, helpfulness of Nursery Education courses, value of fieldwork experience, and satisfaction with the program. The program evaluation form asked respondents to rate the helpfulness of the Nursery Education program in relation to achieving specific behavioral objectives in the areas of personal development and professional attitudes, practical skills, and theoretical knowledge. The survey achieved a 74% response rate; 60% of the respondents were employed, 20% had transferred to a four-year institution, and 10% were neither employed nor attending school. The survey instruments are included in the study report. (AYC)

ED 187 386 JC 800 319

Beckwith, Miriam M.
Science Education in Two-Year Colleges: Mathematics.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-May 80
Contract-400-78-0038
Grant-NSF-SED-77-18477
Note-80p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advanced Courses, College Curriculum, College Faculty, *College Mathematics, Community Colleges, Computer Science, Courses, Curriculum Research, Educational Trends, Grading, Instructional Materials, Introductory Courses, Learning Laboratories, Literature Reviews, Mathematics Education, *Mathematics Instruction, *Mathematics Teachers, National Surveys, Questionnaires, Student Evaluation, Teacher Characteristics, Teaching Methods, Technical Institutes, Transfer Programs, *Two Year Colleges

One of 12 monographs examining different areas of science education in the two-year college, this report focuses on mathematics education as revealed by a review of the literature, an analysis of the catalogs and class schedules of 175 representative two-year institutions, and a survey of 393 mathematics and computer science instructors. Part I of the report outlines trends in mathematics curricula since 1965 and analyzes study findings as they relate to course offerings in six instructional areas: introductory and intermediate mathematics, advanced mathematics, applied mathematics, mathematics for majors, statistics and probability, and computer science and technology. Part II analyzes instructional practices, noting the predominance of the lecture method in mathematics courses; examining the use of individualized instruction, math labs, and various methods of student evaluation; and presenting catalog study and survey findings as they relate to class size, course level, instructional mode, class format, grading, use of instructional materials, and outcomes desired of students. Part III discusses mathematics faculty members, their educational and employment background, employment status, working conditions, and the assistance available to them. Each of the sections of the report reviews pertinent literature, study methodology and findings, and trends and implications. A bibliography and the questionnaire are included. (JP)

ED 187 387 JC 800 320

Wire, Donald R.

Mastery Learning Program, Durham College: Report on Progress during the First Year, September 1, 1978-August 31, 1979.

Durham Coll., N.C.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date- 79

Note-17p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Basic Skills, Black Colleges, Black Students, Comparative Analysis, Conventional Instruction, *Educationally Disadvantaged, Faculty Development, Inservice Teacher Education, Instructional Materials, *Mastery Learning, Program Evaluation, Program Implementation, *Self Esteem, *Student Motivation, Teacher Developed Materials, Two Year Colleges, Two Year College Students

Identifiers-*Blooms Mastery Teaching Strategy

First-year progress (1978-1979) is reported for a three-year project undertaken by Durham College (an historically black, independent, junior college) to implement Bloom's Mastery Learning Strategy in an effort to improve the self-esteem and motivation of educationally disadvantaged minority students. The report first presents a rationale for the project based on the increased enrollment of students with basic skill deficiencies, and then identifies the outcomes expected during the first year of the project: (1) the development of mastery materials for eight instructional areas, (2) the classroom application of these materials during at least one academic term, (3) the maintenance of records on the performance of students undergoing mastery strategy instruction, and (4) the participation of involved faculty in a two-week professional seminar at the City Colleges of Chicago (CCC). Activities carried out to produce these outcomes are then discussed. The results of an evaluation of these activities are detailed, based on a comparison of the final grades earned by students in mastery learning and conventional classes. The report concludes with an outline of activities planned for the second year and an examination of Durham's efforts to disseminate program information to other colleges. An evaluative report by Emmett Jones of CCC is appended. (JP)

ED 187 388 JC 800 322

Bell, James

Teaching Psychology by Using a Humanistic Systems Model.

Pub Date-Apr 80

Note-9p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association Conference (Baltimore, MD, April 10-12, 1980)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Behavioral Objectives, *Community Colleges, Course Evaluation, Course Objectives, Humanistic Education, *Instructional Development, Models, Program Development, *Psychology, Student Attitudes, Student Characteristics, *Systems Approach, Teacher Effectiveness, Teacher Improvement, Teaching Methods, Two Year Colleges

In response to a low passing rate in a general psychology course taught at Howard Community College (MD), as well as to student and instructor dissatisfaction with the course, a systems model was developed and applied to improve course quality. The development of the model involved nine steps: (1) enumerating precise skill objectives which could be applied by the students to everyday life; (2) developing a sequence for objectives from the simple to the complex; (3) analyzing data to determine student characteristics such as age, educational background, and motivation; (4) analyzing student performance to determine success factors; (5) providing systematic course evaluation to assure student feedback; (6) soliciting ideas and suggestions from fellow instructors; (7) u[illegible]ing the professional literature, such as the Skinnerian writings o[illegible] class attendance; (8) utilizing educational psychology to provide optimum student learning; and (9) applying research concerning the goals of learning. The success of this approach has been demonstrated in improvements in the percentage of students who passed the course and in student course/teacher evaluations. The model description concludes with some general comments about its development. (JH)

ED 187 389 JC 800 323

Vasiliauskas, Jura B.

Development of Community College Instructional Modules for Biology and Comparative Vertebrate Anatomy.

Pub Date-79
Note-214p.; Ed.D. Dissertation, Nova University.
Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Anatomy, Audiovisual Instruction, *Biology, *Community Colleges, Course Evaluation, Course Objectives, *Individualized Instruction, *Learning Modules, Literature Reviews, Science Course Improvement Projects, Science Instruction, Slides, Two Year Colleges, Videotape Cassettes
Identifiers-College of DuPage IL

A project was undertaken to: (1) formulate objectives for a biology unit dealing with frog dissection and vertebrate anatomy, (2) on the basis of these objectives, develop self-instructional modules utilizing audio-visual and printed instructional materials, and (3) formulate instruments for the evaluation of the modules. The rationale for the project was based on the need to provide self-paced learning activities for students with poor reading ability, who are accustomed to visual instruction, or who have missed class and need to make up instruction. A review of the literature was used as a foundation for the research. Two instructional modules were developed; they included a printed packet, audio-visual presentations, video-cassettes, and pre- and post-tests. The project report outlines the procedures and methodology used in developing and evaluating the module objectives, producing the modules at the Learning Resources Center of the College of DuPage, developing instruments for evaluating the modules, conducting a classroom pilot test of the modules, and developing a teacher's guide. Results of the pilot test, based on a comparison of students' pre- and post-test scores are also presented, as well as the results of student and faculty evaluations of the modules. A bibliography and a description of the module components are appended. (JP)

ED 187 390 JC 800 325

Emery, Rebecca A.
An Annotated Bibliography: Budgeting in Higher Education.
Pub Date- 80
Note-21p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Budgeting, College Planning, *Community Colleges, *Educational Finance, Financial Problems, Higher Education, Long Range Planning, Resource Allocation, State Aid, Two Year Colleges

Though the original focus of this annotated bibliography was upon budgeting in the public community college, its scope was expanded to include articles on budgeting in four-year colleges and in some private two- and four-year institutions when the articles were relevant to community colleges. Due to the inter-relationship between budgeting and financing, articles dealing with the financing of higher education and state-level resource allocations were also included as they related to the specific budgeting process. Only nine articles, however, discuss financing specifically. Several of the cited articles are concerned with concrete budgeting techniques Zero-Base Budgeting (ZBB) and Planning-Programming-Budgeting Systems (PPBS) are the most commonly discussed. Articles on cost analysis, assistance in budgeting decisions and preparation, fiscal contraction, and long- and short-range planning are also included. Entries, arranged alphabetically by author, include the title, publication date, ERIC accession number (where applicable), and a one-paragraph annotation. All of the 54 entries, with the exception of one, represent works written during the 1970's. (Author/JP)

Herder, Dale M. Standridge, Larry A.

Continuing Education: Blueprint for Excellence.

Lansing Community Coll., Mich.
Pub Date- 80
Note-14p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, College Role, College School Cooperation, *Community Colleges, Consultants, *Continuing Education, Extension Education, Information Dissemination, Off Campus Facilities, *Outreach Programs, *Program Administration, *Program Effectiveness, Public Relations, Scheduling, School Districts, School Schedules, Student Personnel Services, Two Year Colleges

Educational programs in learning centers away from a central campus can tap a largely forgotten market'' of community college students, especially in times of higher energy costs when many suburban or rural adults may not wish to drive to a central campus. However, in order for these programs to be effective, sound management is essential. An analysis of Lansing Community College's Continuing Education program reveals six elements that are vital to its success: (1) the institutional organizational chart locates the Director of Continuing Education near the central administrative structure to enhance his/her credibility and to allow for the effective coordination of departmental activities; (2) a formal contract delineates the roles and respective functions of the college and its local school district; (3) a consultant to the college president serves as an intermediary with the superintendents of local school districts; (4) scheduling based on student and community needs offers students a broad selection of courses and fosters growth in enrollment; (5) a philosophy of public relations based on communication seeks to alert community members to what is going to happen, inform them of when it is scheduled, and remind them that courses are about to begin; and (6) the same basic support services that are provided at the central campus are available for continuing education students. (Author/AYC)

Hendrick, Larry

Student Diagnosis: A Supplementary Paper to the Educational Programs Report of the Los Rios Community College District Master Plan.

Los Rios Community Coll. District, Sacramento, Calif.
Pub Date-May 80
Note-10p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Aptitude, Academic Persistence, Basic Skills, Cognitive Style, *Community Colleges, Curriculum Development, *Educational Diagnosis, *Measurement Objectives, Multicampus Districts, Program Administration, Program Descriptions, *Program Development, Testing Problems, *Testing Programs, Two Year Colleges, Two Year College Students

Recommendations and guidelines are presented for the educational diagnosis of students entering the Los Rios Community College District. The paper first underscores the need for a diagnostic process to help students assess their potential for academic success, and then recommends: (1) the assessment of past academic and work experience, basic skills, preferred learning styles, and individual interests as part of student diagnosis; (2) the determination of personnel and budgetary needs for such a diagnostic program at the institutional level; (3) the formation of a district task force to coordinate campus diagnostic programs; and (4) the use of counselors and academic advisors in explaining the results of diagnostic tests to the student. The anticipated beneficial effects of the program on student retention, curriculum development, and student academic achievement are then discussed and the current diagnostic practices at American River College, Consumnes River College, and Sacramento City College are examined. Issues of who should be tested and how should the results be used are considered prior to an enumeration of special problems, including the danger of putting students into preconceived categories based on diagnostic scores or of using these scores as admission criteria. The report provides a chart illustrating the components and the procedures of the diagnostic testing program. (JP)

ED 187 393 JC 800 332

Butler, Thomas

Marginal Products of the Survey and Principles of Economics Courses: Empirical Information for Curriculum Decision Making.

Pub Date- 80

Note-10p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association (Baltimore, MD, April 10-12, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, Age, *Community Colleges, Comparative Analysis, *Core Curriculum, Course Content, *Economics Education, Females, Grade Point Average, *Introductory Courses, Males, Pretests Posttests, Scores, Teaching Methods, Two Year Colleges

Identifiers-*Principles Courses

In order to determine the most appropriate economics prerequisites for selected courses at Thomas Nelson Community College, a study was conducted during Winter 1980 to compare the relative effectiveness of a one-quarter survey course in economics with a three-quarter principles course. The study involved the pre- and post-testing of students enrolled in Economics 160 (the survey course) and Economics 211 and 213 (the first and last quarters of the principles course) using the Test of Economics Literacy. Test results, based on scores from the 123 students who completed the courses, underwent linear multiple regression to determine the correlation between three dependent variables (post-test scores, absolute improvement in test scores, and gap closed) and five independent variables (age, sex, grade point average, pre-test scores, and course taken). Results indicated that while students in both sections of the principles course received higher scores on both pre- and post-tests than did students in Economics 160, the differences in the scores between Economics 211 and 160 students were not significant. (JP)

ED 187 394 JC 800 334

Porter, Margaret E. Varty, James

Building Linkages with the Rehabilitation Agency: Development and Implementation of a Model Program.

Pub Date- 80

Note-8p.; Paper presented at the Annual Conference on the Disabled Student on American Campuses

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Agency Cooperation, Articulation (Education), College Faculty, Community Colleges, *Community Information Services, *Cooperative Programs, *Disabilities, Inservice Education, Program Descriptions, Program Development, *Referral, *Rehabilitation Programs, School Counselors, *State Agencies, Two Year Colleges, *Two Year College Students

In order to better serve a growing number of handicapped students, Macomb County Community College (MCCC) initiated a formalized program of cooperation with the Bureau of Rehabilitation, an agency of the Michigan Department of Education. The need for this program was initially revealed in a study of services to handicapped students which demonstrated: (1) a marked lack of cooperation between outside agencies and the units within the college which served handicapped students; (2) a lack of understanding on the part of faculty towards the needs of handicapped students and a parallel lack of knowledge about college programs on the part of rehabilitation personnel; and (3) a tendency to view handicapped persons as a homogeneous group rather than as individuals. To correct these problems, MCCC and the Bureau of Rehabilitation instituted an articulation process which, under the direction of liaison personnel from both agencies, utilizes a written form and standardized procedures for the referral of handicapped students and a waiver/release form which allows counselors to share appropriate information about their clients. Additionally, the cooperative program provides for in-service activities involving students, faculty, and agency personnel in cooperative efforts, which, for example, have developed models for the delivery of services to those with hearing, visual, or mobility limitations. (JP)

Breen, Joseph

A Financial Study of the Delaware County Community College in Pennsylvania.

Pub Date-78

Note-139p.; Ed.D. Dissertation, University of Sarasota. Not available in paper copies due to the marginal reproducibility of the original document. Irreproducible maps have been deleted

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attendance Patterns, College Attendance, Community Benefits, *Community Colleges, Educational Finance, Financial Problems, *Financial Support, Literature Reviews, *Local Government, Place of Residence, School Districts, *School District Spending, State Aid, Tax Allocation, Tax Rates, Two Year Colleges

A study involving personal interviews with county officials, an examination of college records, and the collection of data from local and federal agencies was undertaken at Delaware County Community College (DCCC) to determine the residency patterns of DCCC students in relation to the 15 school districts in Delaware County and to examine the feasibility of funding the college on a district-wide basis rather than relying on individual school district support. To facilitate the research, four sub-problems were addressed: (1) Can a population dispersion pattern be identified for DCCC students from supporting and non-supporting districts? (2) Is the present method of financial support adequate? (3) Should all 15 districts contribute to the college? and (4) Should the county itself provide the college with a financial base? Major findings reveal that the more affluent citizens lived within the supporting districts and therefore enjoyed greater access to the college than the less affluent. Financial data indicate that present funding could provide only a marginal means of support and that county financing is the best alternative, given its potential as a centralized tax collection source. The study report reviews literature dealing with community college growth and finance, identifies methodology and data sources, and analyzes findings for each sub-problem. A bibliography is provided. (JP)

ED 187 396 JC 800 337

Broadbent, William A.

Employer Satisfaction Survey.

Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Pub Date-Jun 79

Note-68p.; Not available in paper copies due to marginal reproducibility of the original document

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Apprenticeships, Business, *College Graduates, *Community Colleges, Education Work Relationship, *Employer Attitudes, Employment Qualifications, *High School Graduates, High Schools, Job Performance, Job Skills, Occupational Surveys, *Personnel Evaluation, Program Evaluation, Questionnaires, State Surveys, Two Year Colleges, *Vocational Education

Identifiers-*Hawaii

A three-part, state-wide survey was conducted in Spring 1979, to determine employer satisfaction with the vocational programs offered at Hawaii's high schools and community colleges. Three populations were involved in the survey: (1) the personnel directors of 29 firms representing approximately 25% of the businesses in Hawaii with 250 or more employees; (2) the managers of a stratified random sample of smaller businesses proportional to a state employment profile based on the categories used in the Standard Industrial Classification Index; and (3) the coordinators of 15 apprenticeship programs which supplement on-the-job training with instruction at community colleges. Personal interviews were conducted with the personnel managers and the program coordinators, while small business managers were surveyed by mail. The businesses were asked, among other items, to evaluate the personal and occupational abilities of vocational education graduates and to assess the relative ability of employees who had undergone vocational training and those who had not. Apprenticeship coordinators were asked to evaluate the community college component of the apprenticeship programs and to compare these programs with those not having such a component. The survey report summarizes, both textually and graphically, findings for each of the survey populations. (JP)

ED 187 397 JC 800 338

Mooney, William T., Jr.

Science Education in Two-Year Colleges: Chemistry.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-May 80
Contract-400-78-0038
Grant-SED-77-18477
Note-109p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Advanced Courses, Allied Health Occupations Education, Biochemistry, *Chemistry, *College Curriculum, College Faculty, Course Content, Curriculum Research, Educational Attainment, Engineering Education, Institutional Characteristics, Instructional Materials, *Introductory Courses, National Surveys, Organic Chemistry, Part Time Faculty, Science Education, *Science Instruction, Science Teachers, Student Evaluation, Teaching Methods, Technical Education, *Two Year Colleges, Vocational Education

This three-part report examines chemistry education at the two-year college as revealed by a nationwide study of two-year science education which involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative two-year institutions, and a survey of 82 chemistry instructors. Part I, in an examination of chemistry curricula at two-year colleges, first outlines the results of the catalog/schedule analysis as they relate to seven introductory courses, differentiated by either student majors or level of preparation, and five advanced courses, differentiated by content or specialized area. The section goes on to discuss the design of chemistry curricula at individual colleges in terms of the distribution of advanced and introductory courses by size of college, type of governance, and geographic location. Part II examines the results of the instructor survey, focusing on outcomes desired for students, student characteristics, instructional methods, use of class time and of instructional materials, student evaluation, instructors' educational and employment background, and the assistance available to them. Part III summarizes results and presents conclusions and recommendations. A bibliography and the questionnaire are appended. (JP)

ED 187 398 JC 800 342

Elovson, Allana

Women's Studies in the Community College. Women's Studies Monograph Series.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80

Contract-NIE-P-79-0010
Note-54p.
Available from-Social Processes/Women's Research Team, National Institute of Education, Mail Stop 7, 1200-19th St., N.W., Washington, DC 20208.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Colleges, Educational Benefits, *Females, Literature Reviews, National Surveys, Nontraditional Students, Program Administration, Program Development, Reentry Students, Research Needs, Student Educational Objectives, Teacher Role, Two Year Colleges, Two Year College Students, *Womens Education, *Womens Studies

As part of a series dealing with national trends in women's education, this monograph examines the development of women's studies programs at the community college level and provides suggestions to increase their impact. The monograph first discusses the changes in the community college population, for example, in the male/female ratio and in students' ages, goals, and needs. It then discusses the potential role of women's studies in developing the self-confidence and economic and social position of increasing numbers of older, part-time, female students. A review of the literature is then presented, focusing on sources of information; definitions of women's programs, women's re-entry programs, and women's studies programs and courses; the lack of quantitative data; and articles on students' needs and problems. This is followed by an examination of the present status of women's studies programs as determined by a survey of 15 community colleges and interviews with eight women's studies program directors. Information is provided on the political factors involved in establishing Women's Studies Centers, the instructional materials and kinds of assistance needed, instructor role, governance, and goals. Recommendations for improvement are then presented, suggesting the articulation of a national policy of support and research to collect basic statistical data and information on the impact of women's studies courses. A bibliography is provided. (JP)

ED 187 399 JC 800 344

Gold, Ben K.

Persistence of Fall 1977 Transfers to CSULA: First Report. Research Study Number 80-5.

Los Angeles City Coll., Calif.
Pub Date-May 80
Note-30p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Academic Persistence, Business Administration Education, *College Transfer Students, Community Colleges, Economics Education, Engineering Education, Females, Fine Arts, Followup Studies, *Grade Point Average, Humanities, Liberal Arts, *Majors (Students), Males, Postsecondary Education, State Universities
Identifiers-California State University Los Angeles

Grade reports provided by California State University at Los Angeles (CSULA) were examined to determine the persistence of the 386 Los Angeles City College students who transferred to CSULA in Fall 1977. The reports for each quarter from Fall 1977 through Summer 1979 were analyzed in terms of the number of units attempted, the units completed, student grade point average (GPA), and student major. Major findings indicated that of the 386 transfer students, 83% completed some course work during Fall 1977, and 68% enrolled in Winter 1978. By the end of Spring 1979, 41% were still enrolled and 37% completed their courses. Students with majors in the School of Business and Economics showed the highest percentage returning for the second quarter (78%). By Fall 1978, however, majors in the Schools of Letters and Science and of Fine and Applied Arts showed higher returning percentages. Students with majors in Business and Economics had the most academic difficulty; their average GPA stayed between 1.9 and 2.1. The average GPA for students in Fine and Applied Arts increased from 2.5 to 2.7 during the two years, while Letters and Science majors fluctuated from 2.4 (Fall 1977) to 3.0 (Fall 1978) to 2.75 (Spring 1979). The study report presents findings in tables and graphs. (Author/JP)

ED 187 400 JC 800 345

Gold, Ben K.

Public Relations 2 Class Safety Survey. Research Study Number 80-7.

Los Angeles City Coll., Calif.

Pub Date-Jun 80

Note-10p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, Asian Americans, Black Students, *Community Colleges, Crime, Females, Hispanic Americans, Males, *School Safety, *School Security, Security Personnel, *Student Attitudes, Student Behavior, Student Projects, Student Welfare, Two Year Colleges, *Two Year College Students, Violence, White Students

As part of a curriculum unit on opinions and surveys, a public relations class at Los Angeles City College (LACC) conducted a survey in May 1980 to assess student attitudes toward and awareness of safety on the LACC campus. Data were collected during personal interviews conducted by 22 students at nine campus locations between 10:00 a.m. and 11:00 a.m. Major findings, based on responses from 342 day students, indicated that 43% of the students felt that safety was a problem on the LACC campus and that parking lots and public restrooms were the most unsafe areas. Over two-thirds of the students indicated that they felt very secure'' or somewhat secure'' due to the presence of campus police, but 74% stated that there was a need for more call boxes. While 76% indicated that they always locked their car doors and 80.7% said that they kept careful watch of their books and personal belongings, only 15.8% indicated that they always walked in pairs. Nearly two-thirds expressed a willingness to attend campus safety meetings. When asked what they thought individuals could do to improve campus safety, 90 students said Be alert and cautious.'' When asked what the administration could do to improve the situation, students most frequently suggested having more police and more lights. Data tables illustrate the sex, ethnic background, and age of the respondents, as well as their answers to the survey questions. (Author/JP)

ED 187 401 JC 800 346

Kordic, Michael G.

Report on the Application of Workforce Planning Methodology in the Cuyahoga County Sanitary Engineers Operations and Maintenance Sections.

Cuyahoga Board of County Commissioners, Cleveland, Ohio.; Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date-Apr 80
Note-70p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization, Demand Occupations, *Employment Projections, *Human Resources, *Labor Force Development, Labor Needs, Labor Turnover, Labor Utilization, On the Job Training, *Resource Allocation, Vocational Education, *Waste Disposal
Identifiers-Ohio (Cuyahoga County)

Progress to date is reported for a project initiated in 1979 to apply a workforce planning methodology to the operations and maintenance sections of the Cuyahoga County Sanitary Engineering Department in an effort to document the human resources utilized by the Department during 1979 and to determine its personnel needs for 1980 and 1981. After introductory material noting the growth in the number and size of wastewater treatment plants and the concomitant need for additional personnel and training, the report outlines the methodology and outcomes for seven project tasks: (1) define the amount of work being performed by both the operations and maintenance sections, (2) develop workforce planning criteria, including coded occupational titles, organizational charts, and training catalogs which match relevant courses at local educational institutions to each position; (3) take a personnel inventory to determine the type of work to which each employee is assigned and the additional jobs s/he is qualified to do; (4) establish staff requirements to determine how many and what types of positions will need to be filled each year; (5) forecast new-hires and transfers; (6) estimate the man-years to be worked through 1981; and (7) develop a training program for new employees and for upgrading or updating job skills. Charts illustrating the outcomes for each task are provided, as are summary conclusions and recommendations. (JP)

Stalcup, Robert J. Thomson, William A.

The Community College President: A Contemporary Janus.

Pub Date-May 80
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Problems, Administrator Qualifications, *Administrator Role, *College Presidents, *Community Colleges, Educational Finance, Financial Problems, Governance, Leadership, Literature Reviews, School District Autonomy, Two Year Colleges

Like Janus of Roman mythology who had influence over the way things began and ended and who was always represented as facing in both directions today's community college president faces two opposite poles. On one hand, s/he luxuriates in the memory of the 1960's, when new community colleges were opened almost every week and the college president functioned as an educational entrepreneur. On the other hand, s/he faces an uncertain future plagued with financial difficulties which force him/her to act as a manager of limited resources, caught in the middle of public pressure groups, governance issues, and collective bargaining disputes. The acceptance of this new role is made difficult by the disappearance of numerous advantages enjoyed by college presidents in the 1960's. College autonomy is especially threatened by the state's increased role in the control and coordination of higher education, and the president has had to share his/her authority with legislatures and statutory boards who are removed from the subtleties and complexities of local situations. Indications are that the conditions will worsen for community colleges and their presidents, making the challenges for creativity greater than ever before. (JP)

ED 187 403 JC 800 351

McIntyre, Chuck

Faculty Salaries, 1978-79.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-Feb 80

Note-182p.; Marginally legible due to print quality. Best copy available.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*College Faculty, *Community Colleges, Compensation (Remuneration), Employment Level, *Faculty Workload, Full Time Faculty, Overtime, Part Time Faculty, State Surveys, *Teacher Salaries, Trend Analysis, Two Year Colleges

Identifiers-*California Community Colleges

Faculty salary and workload data for 1978-1979 are presented as determined by a survey of the 70 California community college districts. Tables in Section I of the report provide district and statewide information on: (1) the number and percent of full-time and part-time faculty; (2) the salaries paid for full-time instructors in 1978-1979, the percent increase this represents over 1977-1978 salaries, and expenditures for full-time faculty bonuses; (3) the weekly faculty contact hours (WFCH's) carried by full-time faculty with no overload, by full-time faculty with an overload for extra pay, and by part-time faculty; (4) the number of part-time faculty and the range of their WFCH's; (5) the overload assignments carried by faculty for extra pay and the compensation per overload WFCH; and (6) the range of paid compensation and the mean compensation for full-time overload assignments and part-time faculty workload. Section II presents, for all but two of the districts, faculty salary schedules, noting for each level the number of employees, the mean and median district salaries, and the percentage of increase over 1977-1978. Differences in interpretation and data collection methodology are explained for the various college districts. (JP)

ED 187 404 JC 800 354

Information on the Board of Governors and Chancellor's Office.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-May 80
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, *Board of Education Role, College Administration, *Community Colleges, Educational Objectives, Educational Policy, Financial Policy, Governance, *Policy Formation, *State Boards of Education, State School District Relationship, Two Year Colleges
Identifiers-California Community Colleges

General information is provided concerning the responsibilitiies of the Board of Governors and the Chancellor's Office of the California Community Colleges. The role of the Board is examined first in terms of its responsibility to coordinate regional and statewide development of community college programs and facilities, advise local districts on educational finance, and establish minimum standards for instructional, employment, and budgetary policies. A statement of philosophy for the Board, outlining its commitment to the retention of local district autonomy, precedes a statement of the Board's goals in the areas of equal opportunity, academic freedom, effective use of human and physical resources, distribution of state funds, accreditation, accountability, planning, and the effective articulation of state policies to local districts. The report then considers the administrative organization of the Chancellor's Office and briefly describes the staffing and responsibilities of its 14 units: Executive Office, Legal Office, Legislative and Public Affairs, Analytical Studies, Vocational Education, Facilities Planning, Affirmative Action, Innovative Programs, Program Evaluation, Administrative Services, College Services, Specially Funded Programs, Fiscal Affairs, and Budgeting and Accounting. A bibliography of publications issued by the Chancellor's Office is provided. (JP)

ED 187 405 JC 800 355

Since Your Asked...Information on the California Community Colleges.
California Community Colleges, Sacramento.
Pub Date-80
Note-9p.; Map has been deleted due to irreproducibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ancillary School Services, College Admission, College Housing, *College Programs, *Community Colleges, Disabilities, *Eligibility, Evening Programs, Graduation Requirements, High School Equivalency Programs, Non English Speaking, Pamphlets, Student Costs, *Student Personnel Services, Transfer Programs, Tuition, Two Year Colleges, Two Year College Students, Vocational Education
Identifiers-*California Community Colleges

This pamphlet was developed to facilitate responding to common inquiries about the California community colleges. In single-paragraph answers, it deals with 19 frequently asked questions: (1) What are the California community colleges? (2) How do I know if I am eligible to attend? (3) As a resident of another state, am I still eligible? (4) If I recently came to the United States from a foreign country, may I attend? (5) How do I apply to a community college? (6) What is a community college district'' and must I attend a college in my district? (7) Must I pay tuition? (8) What is the estimated average of total student costs? (9) Can I obtain my high school diploma at a community college? (10) May I complete my first two years of undergraduate study? (11) Can I receive training for a specific occupational skill at a community college? (12) What are the graduation requirements? (13) Is student financial aid available? (14) Are there any special programs available for economically disadvantaged students? (15) Are dormitories or student housing provided? (16) Are there special services to assist students with handicaps? (17) Are evening courses available? (18) If I am a middle-aged person working part-time, will I feel out of place? and (19) What if I speak very little English? A list of the colleges, with their addresses and telephone numbers, is also provided. (AYC)

ED 187 406 JC 800 356

Kopfstein, Robert W.

Study Skills Evaluation: Why Does Who Do What and How?

Pub Date-27 Mar 80
Note-12p.; Paper presented at the Annual Conference of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Gains, *Cognitive Processes, *Community Colleges, Course Objectives, *Educational Testing, Formative Evaluation, Objective Tests, Outcomes of Education, *Student Evaluation, *Study Skills, Summative Evaluation, Testing Problems, Two Year Colleges

Traditional, product-oriented testing must be abandoned if instructors in college reading and study skills programs are to effectively evaluate student educational outcomes. Such tests are hardly compatible with the way the brain functions, in that they require precise answers to precisely worded questions which are the product of the test-maker's perception system and not that of the test-taker. The functions of a reading or study skills course involve not merely the absorption of facts that can be measured by the numerical results of a test, but a personal process by which each student utilizes course content to reassess and restructure his/her perceptions and responses to his/her school and home environments. Accordingly, a study skills course should allow the student to act as both analyst and recipient of data and should take into consideration the various levels of sophistication in the thought processes of the students. Such a course emphasizes learning (internal activity) rather than teaching (external manipulation) and is best evaluated using an informal process incorporating formative and summative elements. This may be accomplished using group evaluation, open-ended questions, student testimonials, exit interviews with students, and follow-up of students' academic success. (JP)

ED 187 407 JC 800 357

The College Syndrome: A Student Handbook.

Prince George's Community Coll., Largo, Md.

Pub Date-79

Note-164p.; Photographs may not reproduce well

Available from-Office of Publications and Information, Prince George's Community College, 301 Largo Road, Largo, MD 20870

Pub Type- Guides - General (050) - Reference Materials (130)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Ancillary School Services, *College Administration, College Credits, *College Programs, *Community Colleges, Extension Education, Extracurricular Activities, Governance, Grading, Institutional Characteristics, Liberal Arts, Orientation Materials, School Catalogs, School Policy, Student Organizations, *Student Personnel Services, Technical Education, Transfer Programs, Two Year Colleges, Vocational Education

Interlaced with humor based on a parody of The China Syndrome,'' this five-part handbook provides Prince George's Community College (PGCC) students with a summary of college policies, procedures, and orientation information. Part I presents a short history of the college and general information pertaining to its accreditation, board of trustees, student governance board, staff and faculty organization, physical facilities, and commitment to non-discrimination. Part II describes various college services, including the Student Affairs Division, admission and testing, records and registration, the Department of Human Development, financial aid, career planning and placement, the Veterans Affairs Office, child care, campus security, books and supplies, health services, the learning resources center, and the Student Activities Office. Part III outlines the educational programs offered at PGCC and identifies instructional services, such as telecredit courses, weekend college, courses by newspaper, extension and degree centers, and community services; and reviews policies related to degree requirements, grading, and transfer of credit. Part IV discusses student organizations and publications, and Part V examines college regulations regarding general conduct, use of alcoholic beverages, traffic, athletics, and building use and contains the constitutions of two campus organizations. (JP)

ED 187 408 JC 800 359

Gregory, Conway

The Chesapeake College Social Sciences Exposition and Fair.

Pub Date-10 Apr 80

Note-18p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association (Baltimore, MD, April 10-12, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, Community Benefits, *Community Colleges, Community Organizations, Community Relations, *Competition, Costs, *Exhibits, High School Students, Program Descriptions, Program Development, *Social Sciences, Student Recruitment, Teacher Participation, Two Year Colleges

Identifiers-*Chesapeake College MD

A Social Sciences Exposition and Fair has been conducted annually by Chesapeake College since 1978 as part of an effort to involve high school students and community organizations in competitive, academic events related to the social sciences and history, and to encourage faculty to participate in student recruitment. The first fair, held in February 1978 after five months of planning, involved: (1) the establishment of personal contacts with interested high school teachers, (2) the designation of a teacher-coordinator to oversee each high school's participation, (3) the formulation of rules for contests, (4) the development of a budget for cash prizes and expenses, and (5) the participation of civic organizations who were invited to display and distribute brochures about their activities. During the fair, high school students displayed social science exhibits and participated in a Master Quiz competition and in essay-writing and public-speaking contests. The participating high schools, the college, and the community derived numerous benefits from the event, and each year since its inception the fair has become larger in scope and attendance. Data tables are provided in the report illustrating fair participation, attendance, and budget for 1978 and 1979. (JP)

ED 187 409 JC 800 360

Koedel, R. Craig

Teaching Local History in the Community College.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual Conference of the Eastern Community College Social Science Association (Baltimore, MD, April 10-12, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Colleges, Field Trips, Historiography, *History Instruction, *Local History, Oral History, Primary Sources, Program Descriptions, *Student Research, Two Year Colleges

Community college history instructors can overcome their reliance upon secondary sources as instructional materials and can provide students with an introducation to historical method and primary research by adding a course in local history to the curriculum. Such a course would enhance the regional focus of the college and provide a context for the study of national and world history. The benefits of this approach have been demonstrated by a course offered at Atlantic Community College on the history of South Jersey, a socially and topographically distinguishable area of New Jersey. Concentrating on cultural, rather than political, issues, students in this course learn to draw historical inferences through the use of a specially prepared narrative textbook and written and non-print primary sources, such as broadsides, diaries, and artifacts. Historical investigations are augmented by field trips to local museums and historic sites and by research papers which introduce the students to local libraries and teach the skills necessary in writing a history term paper. Though some problems have been encountered, such as the difficulty of accurately utilizing oral history and of objectively interpreting local opinion and fable, the course has made history more meaningful to Atlantic's students and has provided them with a deeper understanding of their community. (JP)

ED 187 410 JC 800 361

Tillberg, Rebecca

1979-1980 Fall Enrollment Analysis.

Los Angeles Community Coll. District, Calif.

Pub Date-May 80

Note-84p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Age, College Credits, College Freshmen, *Community Colleges, Day Students, *Enrollment, Enrollment Trends, Ethnic Groups, Evening Students, Females, Full Time Students, Males, Multicampus Districts, Part Time Students, *Student Characteristics, Study Abroad, Two Year Colleges, *Two Year College Students

Tables are provided, summarizing Fall 1979 enrollment and student characteristics data for the Los Angeles Community College District (LACCD). The report first presents a district-wide profile of enrollment in six categories: day/evening, male/female, full-/part-time, freshmen/sophomores, first-time/continuing, and age 21 or over. This profile continues with an examination of student age and ethnic distribution, weekly student contact hours, student credit hours carried, the age distribution of students utilizing instructional television, overseas enrollment, comparative enrollments at other area colleges, admissions categories of entering students, and sources of new students. A narrative summary of these data reveals the following: (1) Fall 1979 enrollment in the LACCD rose to 130,896, a 5.1% increase over

Fall 1978; (2) day enrollments showed an increase of 1.5%, while evening enrollments rose 10.4%; (3) weekly student contact hours increased by 3.1%; (4) LACCD students, especially evening students, continued the long-standing trend toward lighter class loads; and (5) female and part-time enrollments increased more sharply than male and full-time enrollments. Following district-wide data, tables are presented illustrating enrollment by category, student ethnicity, age distribution, admissions classifications, and sources of new students for each of the district's nine colleges. (JP)

ED 187 411 • JC 800 364

Gold, Ben K.

Academic Performance of LACC Transfers Entering the University of California: In Fall 1978. Research Study Number 80-8.

Los Angeles City Coll., Calif.

Pub Date-Jun 80

Note-16p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Admission (School), *College Transfer Students, Community Colleges, Eligibility, Enrollment Trends, Followup Studies, *Grade Point Average, Postsecondary Education, *State Universities, Trend Analysis, *Two Year College Students

Information provided by the University of California (UC) is used each year to assess the academic performance of those students who transferred to UC from Los Angeles City College (LACC). While no student-specific information has been provided in recent years, due to UC's compliance with the Buckley Amendment, the data illustrate the comparative grade point averages (GPA's) of two student groups: those who were eligible for entrance into the UC system directly from high school and those who were not. These data show that 129 LACC students transferred to UC in Fall 1978, representing a drop of nearly 25% from Fall 1977 and of 50% from Fall 1974. Of these students, 40 were from the eligible group, 53 from the ineligible group, and 26 admitted by special action and not charged to LACC. The average GPA for the eligible group during the first year at UC was 3.12, with 60% maintaining a B'' average or above and only 8% earning below a C'' average. Ineligibles earned an average GPA of 2.89, with 40% achieving a B'' average or above and 8% earning below a C'' average. Of the transfers, 75% attended the Los Angeles campus of the UC system. In comparison with transfer students from other California community colleges, both groups of LACC transfers performed better on measures of UC GPA, differential performance, percentage receiving a B'' average or better, and percentage earning less than a C'' average. (JP)

ED 187 412 JC 800 365

Brawer, Florence B.
Familiar Functions in New Containers: Classifying Community Education. Topical Paper Number 71.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 80
Contract-400-78-0038
Note-30p.
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Classification, *College Programs, College Role, *Community Colleges, *Community Education, Community Services, Continuing Education, Credit Courses, *Definitions, Educational Objectives, Educational Trends, Lifelong Learning, Noncredit Courses, Nontraditional Education, Student Educational Objectives, Two Year Colleges

Various traditional and non-traditional educational delivery systems are identified and examined in this effort to provide a uniform system of definitions and categories for community college services. Part I of the monograph explores the changing role of the community college, focusing on its beginnings as a transfer institution, the increased emphasis on vocational curricula after World War II, and the current concern with community-based, non-credit programs. Part II presents the results of a literature review and examination of standards set by governmental and professional associations, which reveal conflicts and overlap in the definitions of Adult Education, Continuing Education, Lifelong Learning, Community Services, and Community Education and Community-Based Education. These definitions are provided and the programs which typically fall into these categories are described. Part II presents a classification scheme for community college education based upon the intentions and objectives of the program participant. One component of the scheme deals with educational programs, subdividing both credit and credit-free programs according to student goals. The other major category in the scheme relates to community-oriented, non-educational services and activities, such as coordination with other agencies and provision of access to college facilities and expertise. (JP)

Pugh, Gabriela Alicia Pisano

Through the Open Door: Quality and Equality of Education for Language Differentiated Students.

Pub Date-80
Note-6p.
Journal Cit-Chabot College Journal; v4 n1 p8-12 Win-Spr 1980
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Standards, Ancillary School Services, Bilingual Education, College Role, *Community Colleges, *Equal Education, *Hispanic Americans, Multicultural Education, Non English Speaking, Nontraditional Students, *Open Enrollment, Two Year Colleges

As community colleges extend the educational franchise to increasing numbers of non-traditional students, educators face the dilemma of reconciling demands for academic quality with equal educational opportunity. Among these non-traditional students are Hispanic-Americans, one of the fastest growing populations in the country, who experience an inordinate high school dropout rate (64%) and who are underrepresented in higher education. To assure them equal educational opportunity, community colleges must seek methods of not only attracting and retaining Hispanic students, but also of providing an education that promotes the success of the Hispanic student and upholds the academic standards of the institution. Of various approaches that have been tried to achieve this goal, bilingual/bicultural programs have met the greatest success. The California community colleges, for example, offer 43 programs or courses in bilingual/bicultural areas, and students can work toward 31 bilingual/bicultural degrees. When combined with bilingual support services, these programs have resulted in a higher success rate for Hispanic students than programs using traditional, English-language instruction, proving that bilingual/bicultural education is a powerful tool in closing the gap between quality and equality. (The paper provides a suggested reading list of items dealing with open access and Hispanic students.) (JP)

ED 187 414 JC 800 371

Scott, Donald H.

CCJCA Position Paper: Community College Grading Policies.

Pub Date-80

Note-6p.

Journal Cit-Chabot College Journal; v4 n1 p12-16 Win-Spr 1980

Pub Type- Opinion Papers (120) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Probation, Academic Records, *Community Colleges, Grades (Scholastic), *Grading, Graduation Requirements, Open Enrollment, Position Papers, State Colleges, *State School District Relationship, *State Standards, Teacher Role, Two Year Colleges

Identifiers-*California Community Junior College Association

In an effort to provide a platform from which all 108 California community colleges could address the problems and issues of grading policy, the California Community and Junior College Association developed and adopted an official position statement. The statement cites the need for flexibility within state regulations to allow for adjustments at the local level and outlines 11 recommendations for the development of state grading policies: (1) grades should encourage the professional evaluation of student performance, promote equal opportunity, and foster educational guidance; (2) assignment of grades should rest with instructors under the guidance of local boards; (3) grades should serve both the record-keeping needs of the college and the learning needs of the students; (4) minimum academic standards should be set for graduation, probation, suspension, and dismissal; (5) a system of progress probation should deter excessive withdrawals; (6) students should be able to repeat instruction or have access to remedial programs; (7) definitions of grading symbols should be clearly stated; (8) symbols for method of instruction should not be attached to course grades; (9) final grades should only be changed because of mistake, fraud, or incompetency; (10) proposed revisions of policies should be publicized; and (11) regulations concerning grade assignment should not be employed. (JP)

ED 187 415 JC 800 372

Hinkley, Lee
Shock Waves: Recommendations for Meeting the Needs of New'' Students.
Pub Date-80
Note-7p.
Journal Cit-Chabot College Journal; v4 n1 p19-23 Win-Spr 1980
Pub Type- Journal Articles (080) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Standards, Ancillary School Services, *Community Colleges, Community Information Services, Educational Counseling, Educational Diagnosis, *High Risk Students, *Learning Problems, Minimum Competencies, *Nontraditional Students, Referral, Remedial Instruction, *School Holding Power, Student Needs, Student Personnel Services, Two Year Colleges, Two Year College Students
Identifiers-Chabot College CA

The last three years at Chabot College have been characterized by a rapid and continuing increase in the number of non-traditional students; an increase which may be accounted for by numerous social, political, and educational conditions. In order to determine the extent and nature of the learning problems which many of these non-traditional students exhibit, an ad hoc committee was established and charged with developing recommendations to meet student needs. Their suggestions included specific ways of achieving the following: (1) instructors should uphold minimum academic standards by explaining course expectancies, consulting with remedial skills faculty, and referring students who do not demonstrate minimum skills to appropriate departments for improvement; (2) Chabot should help students determine the probability of their success; (3) student academic and non-academic needs should be identified and met by faculty and support staff who are sensitive to the problems of non-traditional students; (4) the student should be allowed to repeat courses a reasonable number of times; and (5) student referral committees made up of faculty and counselors should be established to coordinate referral services. Progress toward the implementation of these recommendations has included a review of course outlines and the testing of a formula to measure achievement. Recommendations were also developed for state action. (JP)

ED 187 416 JC 800 373

Nussbaum, Thomas J. Freitas, Joseph M.

Attendance Accounting Regulations. Agenda Item 6.

California Community Colleges, Sacramento. Board of Governors.
Pub Date-Jun 80
Note-24p.; Report prepared for the Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, June 26-27, 1980)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics, *Attendance, Average Daily Attendance, Average Daily Membership, *Community Colleges, Compliance (Legal), Definitions, Independent Study, Learning Modules, *School Accounting, School Schedules, Sheltered Workshops, *State Aid, State Colleges, *State Legislation, *State Standards, Supervision, Teacher Responsibility, Two Year Colleges
Identifiers-*California

Regulations proposed by the Board of Governors of the California Community Colleges are presented in an attempt to clarify terminology in state legislation regarding: (1) attendance accounting standards to be used in determining state aid to colleges (California Education Code Section 84500) and (2) the 175-Day Rule'' (Education Code Section 84370), which requires districts to maintain their colleges at least 175 days each fiscal year. The paper first examines the controversial interpretation of the statutes used by the State Board of Finance in a series of compliance audits and thus demonstrates the need for the Board of Governors to clearly define statutory language dealing with conditions for claiming attendance, the educational activities required of the students, the necessary presence of an instructor, and the inclusion of evening classes in counting school days. Highlights of the resultant clarifying regulations are then outlined, including a legal definition for immediate supervision and control'' of students; guidelines for determining who is legally qualified to provide supervision; and criteria for determining how regular school days are to

be counted under the 175-Day Rule. Finally, the text of the proposed regulations is presented, interspersed with interpretive commentary. (JP)

Petersen, Allan Gooder, Glenn
Credit and Noncredit Courses in the California Community Colleges, Part II. Agenda Item 9.
California Community Colleges, Sacramento. Board of Governors.
Pub Date-Jun 80
Note-53p.; Report presented at the Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, June 26-27, 1980)
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Classification, College Credits, *Community Colleges, Community Services, *Credit Courses, Developmental Studies Programs, Enrollment, *Financial Policy, *Noncredit Courses, Policy Formation, *State Aid, State Legislation, State Standards, *Statewide Planning, Transfer Programs, Two Year Colleges, Vocational Education
Identifiers-*California Community Colleges

Questions relating to the development of a classification of community college courses and services are discussed in this follow-up to a report submitted to the California Assembly in December 1979, which advised that funding of courses should not be based on credit/no credit status, and that further study of course classification and funding should be conducted. The follow-up report first examines several educational issues, including the categories to be used in describing the curricula and services at the California community colleges, the categories in which credit and non-credit courses should be placed, the types of credit to be awarded for various courses, and the competency-prerequisites, if any, that should be required of students in credit courses or transfer programs. The report then addresses six funding questions related to how course categories can be grouped to conform to the state's long-term finance plan, how such categorization can be used in funding decisions, the degree to which categories should be funded by the state, and whether state support for courses and services should be based on enrollment. Summary conclusions and appendixes are included. (JP)

ED 187 418 JC 800 376

Efurd, Martha

A Comparative Study of Reading Success and Grade Point Average of Westark Community College Freshman Nursing Students.

Westark Community Coll., Fort Smith, Ark.

Pub Date- 78

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Community Colleges, Grade Point Average, *Nursing Education, Pretests Posttests, Program Effectiveness, *Reading Ability, *Reading Improvement, *Remedial Reading, Two Year Colleges, Two Year College Students

A study involving 81 freshmen nursing students at Westark Community College was conducted during 1975-76 to determine the role reading proficiency plays in the academic success of nursing students and the extent to which a developmental reading course improves reading capability. Using the Nelson-Denny Reading Test, student vocabulary, comprehension, reading rate, and total reading ability were measured in Fall 1975 and again in Fall 1976. The academic grades earned by the students in nursing technology and human biology courses were compared with the test results, and the reading improvement of the 12 students who underwent remedial reading instruction was compared with the improvement registered by a sample of students who had similar pre-test scores but who had not taken the developmental course. Study findings indicate that, with few exceptions, students with higher reading levels achieved higher grades and that reading rate was the least significant of the four variables in academic success. The development reading students registered higher mean gains in all reading areas than did the other students. The study report provides data tables illustrating test results. (JP)

ED 187 419 JC 800 377

Cross, K. Patricia

Responding to Learning Needs in the 1980s.

Pub Date-1 Apr 80

Note-14p.; Paper presented to the National Council of Instructional Administrators (San Francisco, CA, April 1, 1980)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Adult Students, College Role, *Community Colleges, *Educational Change, Educational Demand, Educationally Disadvantaged, Educational Needs, Equal Education, Learning Readiness, *Lifelong Learning, Nonschool Educational Programs, Participant Characteristics, *Relevance (Education), Student Motivation, Two Year Colleges

Given today's rapid pace of change in knowledge and lifestyles and the resultant obsolescence of an individual's education shortly after graduation, community college's must plan for and help promote the emergence of a learning society. Basic to the concept of lifelong learning are: (1) the restructuring of the entire educational system to develop and encourage lifelong learners in their first years of school; (2) the utilization of businesses and other non-academic organizations as resources in the learning process; and (3) the increased responsibility on the part of students for self-directed learning. The accomplishment of these goals requires that special efforts, including adult career counseling, equity in financial aid, and more job-relevant education, be employed to help those economically and educationally disadvantaged students whose past negative experiences with the educational system discourage their participation in adult learning. In addition, colleges must abandon the self-serving view of adult education as a means of protecting jobs and concentrate on providing students with an understanding of themselves as learners, of the need for lifelong learning, and of the methods of selecting from the educational options available to them. These efforts will increase the pool of sophisticated consumers of education and challenge the educational system to achieve high levels of production and quality. (JP)

ED 187 420 JC 800 380

Keyser, John S.

Cognitive Mapping: A Retention Strategy that Works.

Pub Date-1 Apr 80

Note-10p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (60th, San Francisco, CA, March 30-April 2, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Academic Persistence, *Cognitive Style, *Cognitive Tests, *Community Colleges, Models, Program Development, *School Holding Power, *School Orientation, Student Attrition, Teacher Developed Materials, Two Year Colleges

Identifiers-*Cognitive Mapping

In order to help teachers and students assess the preferred cognitive styles of individual learners, Mount Hood Community College introduced and tested the use of cognitive mapping in its orientation program. A task force of managers, counselors, and instructors: (1) decided to use the Modified Hill Model to assess nine dimensions of student learning; (2) involved the faculty in the creation of support materials, including a self-paced assessment and interpretation guide, simplified scoring sheets, and notebooks containing pertinent research articles; and (3) developed a one-credit-hour orientation course designed to introduce cognitive mapping as a technique for student survival. As a test of the effectiveness of this course, the rates of retention of students taking the orientation course in Fall 1978 and Spring 1979 were compared with those of students who did not take the course. The study revealed that the treatment group achieved a higher retention rate from Fall term to Spring term (67%) than did the non-treatment group (43%). The study report enumerates the nine areas assessed by the Modified Hill Model and details the results of pre- and post-tests measuring students' increased awareness of teaching and learning styles. (JP)

ED 187 421 JC 800 387

Edwards, Sandra J.

Preparing Humanities Modules for Occupational Programs. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date-Jul 80

Note-17p.

Pub Type- Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Colleges, Course Content, Course Evaluation, Curriculum Development, *Curriculum Enrichment, Departments, Educational Cooperation, Humanities, *Humanities Instruction, *Learning Modules, Teacher Role, Teaching Methods, Two Year Colleges, *Vocational Education

Instructional packages dealing with a single conceptual unit of humanities subject matter can be used to infuse humanities education into vocational curricula. The development of such modules must begin with a firm foundation to insure the success of the project. Steps in the preparation for module development should include determining the demands on faculty workload, coordinating humanities and occupational divisions involvement, assessing student interest and course-taking patterns, securing administrative support, and calculating costs and acquiring funding. Only then would it be appropriate to determine module content and locate appropriate materials. An additional seven steps are involved in organizing the module: (1) delineate objectives; (2) establish target student population; (3) select student activites; (4) choose needed materials and equipment; (5) determine teaching approaches; (6) allocate time and space needs; (7) establish student evaluation strategy; (8) test the module; and (9) evaluate the module implementation. Such systematic planning will lead to the creation of a module that will not only help to revitalize the humanities curriculum, but will capture student interest. The paper cites uses of modular instruction within vocational curricula at various colleges and includes examples of potential modules and a bibliography. (Author/AYC)

ED 187 422 JC 800 390

Clavner, Jerry B.

Mass Society/Culture/Media: An Eclectic Approach.

Pub Date-26 Apr 79
Note-29p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, Community Colleges, *Course Content, Course Descriptions, Course Objectives, Course Organization, Educational Media, *Instructional Innovation, Interdisciplinary Approach, *Mass Media, *Popular Culture, Teacher Attitudes, Teacher Behavior, Teacher Role, Teaching Methods, Two Year Colleges

Instructors of courses in mass society, culture, and communication start out facing three types of difficulties: the historical orientation of learning, the parochialism of various disciplines, and negative intellectually elitist attitudes toward mass culture/media. Added to these problems is the fact that many instructors have little or no training in the methodology of teaching or the content of mass society, culture, and media courses. The instructional materials and media equipment that are available to instructors for such courses often present difficulties of their own, and many instructors are hampered by their lack of conversancy with the major conveyors of mass culture, that is, radio, television, and popular films. One approach to mass society, culture, and media instruction, utilized at Cuyahoga Community College (Ohio), involves a variety of activities, such as games, script reading, student audio-visual productions, old films, and field trips, as well as variations in objectives, content, and evaluation methods. During the course the major concepts of mass society are presented directly and succintly as definitions, and readings and activities are designed to provide examples and descriptions of the concept. The descriptive report provides a sample course assignment and is appended by a course outline, an explanation of concept tests'' and a sample, and a week's schedule. (AYC)

PS

ED 187 423 PS 010 629

Crittenden, Patricia M. Snell, Martha E.

Intervention to Improve Mother-Infant Interaction and Infant Development.

Pub Date-79
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development, Disadvantaged Youth, *Infants, Interaction Process Analysis, *Intervention, Low Income Groups, *Mothers, *Nonverbal Communication, *Parent Child Relationship

The relationship between aspects of mother-infant interactional behavior (vocalization, smiles, mutual eye contact, and facing position) and the infant's developmental level was investigated through both observation and intervention efforts. A sample of 33 primiparous mothers (mean CA of 22 years) from low income families and their infants (mean CA of 8 months) were videotaped during interactions with each other. Analysis showed that maternal position during interaction (facing, partially facing, or behind the infant) was strongly related to the frequency of maternal interactional behavior and indices of infant language and cognitive development. Intervention to teach mothers to use the facing position showed that change in position was related to increases in both maternal interactional behavior and infant development. The intervention involved use of the videotapes, informal discussion and role play activity. The results were considered relevant for intervention with infants at risk for developmental delay, abuse, and neglect. (Author/SS)

ED 187 424 PS 010 839

Townes-Rosenwein, Linda

A Multidimensional Scaling Approach to Developmental Dimensions in Object Permanence and Tracking Stimuli.

Pub Date-Jun 79
Note-23p.; Paper presented at the meeting of the Jean Piaget Society (Philadelphia, PA, June 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Development, Data Analysis, *Infants, *Multidimensional Scaling, Perceptual Development, *Perceptual Motor Coordination, Research Methodology, Research Problems, *Stimuli, Tactual Perception, Visual Perception
Identifiers-Guttman Scale, *Object Permanence, Piagetian Theory

This paper discusses a longitudinal, exploratory study of developmental dimensions related to object permanence theory and explains how multidimensional scaling techniques can be used to identify developmental dimensions. Eighty infants, randomly assigned to one of four experimental groups and one of four counterbalanced orders of stimuli, were tested at 4 and at 8 months of age. Each group was tested on six cloth hiding tasks spanning several stages (18 trials) and seven with-occlusion and without-occlusion tracking tasks. The four experimental groups, differing in how much information about the object was available, were Regular, Sound, Intermittent Sound, and Control. Infants were ordinally assessed from videotapes with adapted measures designed to make haptic and visual assessment parallel. One way analysis of variance revealed significant differences in performance both among and between experimental groups. Guttman scales were obtained for all groups except the control group. Use of non-metric techniques revealed that the task items did not scale as predicted in traditional object permanence theory. Additional statistical techniques were used to test a Piagetian object permanence dimension interpretation. These techniques showed that individual differences were not important. A Piagetian interpretation was not supported. It is concluded that the multidimensional scaling approach is useful, with qualifications, and can be used to supplement traditional pass/fail Guttman scales. (Author/RH)

ED 187 425 PS 010 881

Schlossman, Steven L.

Family as Educator, Parent Education, and the Perennial Family Crisis.

Pub Date-Nov 78
Note-31p.; Paper presented at the Parents as Educators Conference (Washington, DC, November 19-21, 1978).
Pub Type- Historical Materials (060) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Psychology, Child Rearing, *Educational History, *Experiential Learning, *Family (Sociological Unit), Family Influence, Mothers, *Nonformal Education, *Parent Education, Research Needs, Research Problems, Social Action, Social History, Socialization, *Social Problems
Identifiers-*Cremin (Lawrence A), Educational Configuration, Mothers Congress

Three areas are addressed in this paper: the family-in-crisis motif; the family as educator; and parent education. (1) The family in crisis: The family-in-crisis motif pervades both professional and popular commentary on the contemporary American family. There are powerful continuities in our perception of the American family crisis in every decade of the 20th century. (2) The family as educator: Most educational history during the past century has focused on the public school as society's chief culture factory'' and agency of social reproduction.'' The study of the family as educator remains largely outside the mainstream of educational history. Unique among educational historians, Cremin's concept of educational configuration calls attention to the central role of families as educators. (3) Parent education: Parent education is a wholly inadequate organizing principle for comprehending or remedying the problems which parents as educators face today. Proponents of parent education tend to see parent education as a solution for deeply-rooted social problems; to exaggerate the power of parents alone to control their children's destinies; to delimit woman's potential social contribution to the domestic sphere without placing corresponding constraints on men; and to be naively subservient to the latest findings of psychological science. There are indications of several parallels in parent education between the 1920's and the present. (Author/RH)

ED 187 426 PS 011 253

Zeiser, Edward L.

Gender Classification of School Objects by Female Teachers.

Pub Date- 70
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Females, *Perception, Preschool Education, *School Activities, *Sex Bias, *Sex Stereotypes, *Teachers

This study investigates teachers' gender associations of school-related objects and activities. Thirty-four female teachers, from the preschool level to the seventh grade, were taught three different nonsense words representing the concepts masculine, feminine, and farms (neuter). The teachers were then presented with a list of 24 new words and asked to classify the words according to the most appropriate nonsense syllable. Fifteen of the items were related to school objects and contained no clue as to gender. Among these items, the teachers associated the following with the feminine nonsense syllable: blackboard, child painting, library, open book, a boy and a girl sitting at separate desks, poetry, a spelling lesson, dramatic play with puppets, Dick and Jane, and a workbook. Teachers associated fewer of the school-related items with the masculine nonsense syllable: pencil, a page of arithmetic, and a map. It is suggested that teachers facilitate the better performance of young girls and hinder the performance of young boys in the early years of schooling by providing a situation in which school is compatible with the girls' concepts of sex-appropriate behavior, but inappropriate with boys' concepts of sex-appropriate behavior. (Author/SS)

ED 187 427 PS 011 345

Moore, C. Rochelle Sunal, Cynthia S.

Screening and Assessment of Kindergarten Children with Developmental Risks.

Pub Date- 78

Note-29p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Action Research, *Educational Diagnosis, *Kindergarten Children, *Learning Problems, *Maturity (Individuals), Preschool Children, Preschool Education, Primary Education, Profiles, *Screening Tests, Student Evaluation, *Teacher Developed Materials, Validity

Identifiers-*Maturation Lag

This paper reports the implementation of teacher-made, early education screening practices and materials for identifying pre-kindergarten and kindergarten children with developmental risks. A total of 105 children were screened in the spring of 1979 using screening tests devised by the researcher, another kindergarten teacher and a special education teacher. Children were assessed in 15 skill areas, including visual and auditory memory, closure and comprehension, language, gross motor balance, self control, cognitive ability, visual and auditory discrimination, fine motor skills, laterality, and body image. Those children scoring poorly in an area, or areas, were rescreened in the fall of 1979. Children scoring consistently below average were observed in the classroom to determine if further diagnosis was necessary. Nine of 43 children were referred for diagnosis. It was found that a child who performed low in certain skill areas as measured by the screening device, exhibited deficiencies in the same skill areas in the classroom. Of the nine students diagnosed, five whose evaluations had been compelted showed similarities in screening and diagnostic test performance. However, it was found that poor test scores may not indicate a typical learning problem. Validity of the screening device is discussed. Brief profiles of the five diagnosed children are provided. (Author/RH)

ED 187 428 PS 011 385

Andress, Barbara
Music Experiences in Early Childhood.
Pub Date-80
Note-198p.
Available from-Holt, Rinehart and Winston, Publishers, CBS Inc., 901 North Elm Street, Hinsdale, IL 60521 ($9.95)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Dance, *Discovery Learning, Early Childhood Education, Educational Environment, Guidelines, *Learning Experience, Movement Education, Music Activities, Musical Instruments, *Music Education, Music Teachers, *Play, *Preschool Children, Program Evaluation, Singing, *Student Centered Curriculum, Teacher Role, Teaching Skills, Theories

This book presents a program of music experiences for young children (3-5-year-olds) which focuses on an experiential discovery approach to music, rather than on imposing ideas and a repertoire on the child. Early sections of the book discuss the importance of the child-centered music program, its process and characteristics, and the role of the teacher in implementing this approach in the preschool setting. Subsequent chapters discuss the child and movement, the child and singing, playing with sound-making objects, implications of child development theories for music, program evaluation, and the musically skilled teacher. An appendix includes definitions, a resource list, guitar chords, songs to use throughout the day, and a bibliography. (Author/MP)

ED 187 429 PS 011 391

Conboy, Lucy

The Impact of the Federal Interagency Day Care Requirements on Children, Families and Childcare Providers. Technical Paper 1.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date-Jan 80

Note-301p.; For related documents, see PS 011 391-393. Best copy available.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Child Caregivers, *Child Development Centers, *Day Care, *Evaluation, Facility Requirements, *Federal Regulation, Groups, Health, Inservice Education, Nutrition, Parent Participation, Preschool Education, Qualifications

Identifiers-*Federal Interagency Day Care Requirements, Social Security Act Title XX

This volume contains the technical paper prepared by the Department of Health, Education and Welfare (DHEW) to give additional data and a more detailed analysis of materials used to study the impact of the Federal Interagency Day Care Requirements (FIDCR) on children in day care. This impact study was part of a larger project to investigate two questions: Is the Federal regulation of day care financed under Title XX appropriate? Are the specific requirements for day care now imposed under Title XX appropriate? This volume's seven chapters concern grouping of children, caregiver qualifications, educational services, environmental standards, nutrition, health, and parent involvement. Also provided are 40 pages of bibliographic references and a 17-page glossary of terms. Appendices include an executive summary of the Report on the Appropriateness of the FIDCR; Report of Findings and Recommendations; the text of the FIDCR; and a legislative history of the FIDCR. (Author/DB)

ED 187 430 PS 011 392

Gold, Jane Roosevelt
Administration of the FIDCR: A Description and Analysis of the Federal Day Care Regulatory Role. Technical Paper 2.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Jan 80
Note-135p.; For related documents, see PS 011 391-393.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Accountability, Certification, Contracts, *Day Care, Evaluation Criteria, *Federal Regulation, *Federal State Relationship, *State Standards
Identifiers-Social Security Act Title XX

This volume contains the technical paper prepared by the Department of Health, Education and Welfare (DHEW) to give additional data and more detailed analysis of materials used to study the administration of the Federal Interagency Day Care Requirements (FIDCR). This study was part of a larger project to investigate two questions: Is the Federal regulation of day care financed under Title XX appropriate? Are the specific requirements for day care now imposed under Title XX appropriate? The present volume contains three sections. Section I contains analyses of the comprehensiveness, extensiveness, and application of FIDCR and state licensing for day care standards. Section II analyzes federal implementation of policies and regulations in terms of clarity of goals, clarity of language, public involvement, the regulatory climate, conflict in loyalties, and enforcement policies. Section III discusses both state implementation of activities to ensure FIDCR compliance and general state measurement activities. Appendices are included. An Executive summary of the Report on the Appropriateness of the FIDCR: Report of Findings and Recommendations;'' the text of the FIDCR; and a legislative history of the FIDCR. Also provided are a 5-page bibliography and a 17-page glossary of terms. (Author/DB)

ED 187 431 PS 011 393

Conly, Sonia Rempel

Cost Implications of the FIDCR: The Derivation of the Estimates in the Report to the Congress Entitled The Appropriateness of the Federal Interagency Day Care Requirements...'' and an Analysis of Alternative Assumptions. Technical Paper 3.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date-Jan 80

Note-108p.; For related documents, see PS 011 391-393.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Accountability, Child Caregivers, *Cost Effectiveness, *Cost Estimates, *Day Care, *Federal Aid, *Federal Regulation, *Program Costs, Program Evaluation, Racial Balance, Racial Composition, Social Integration, Socioeconomic Status, Statistical Analysis

Identifiers-*Federal Interagency Day Care Requirements, Social Security Act Title XX

This volume contains the technical paper prepared by DHEW to give additional data and a more detailed analysis of materials used to study the cost implications of the Federal Interagency Day Care Requirements (FIDCR). This study was part of a larger project to investigate two questions: is the Federal regulation of day care financed under Title XX appropriate? Are the specific requirements for day care now imposed under Title XX appropriate? This volume contains six sections, each called a Technical Note (TN). TN 1 analyzes the cost of the FIDCR child-staff ratios; TN 2 provides alternative estimates of costs of FIDCR ratios; TN 3 analyzes the cost of compliance, in centers whose funds in part, or in whole, derive from the Federal government (FFP); TN 4 provides an estimated mean cost per child by type of day care facility; TN 5 analyzes the likelihood for integration/segregation of children, by race and/or socioeconomic status, as a function of a facility's source of funds and as a function of a facility's profit/non-profit status; and TN 6 provides estimates of the number of FFP children in day care centers. A 1-page bibliography, a 17-page glossary of terms, and three appendices are included. (Author/DB)

ED 187 432 PS 011 396

Colletta, Nancy Donohue And Others

Support Systems Used by Adolescent Mothers: Who Helps and What Difference It Makes.

Pub Date-Apr 80

Note-21p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Attitudes, *Black Youth, *Community Services, Dropouts, Emotional Response, High School Students, Interviews, *Locus of Control, *Mothers, *Self Esteem, Stress Variables

This study investigates variations in the amount, source, and kind of support available to adolescent mothers with differing needs (those in both a comprehensive program for teenage mothers and in high school, those in high school only, and high school dropouts), and the effectiveness of this support. The total sample was composed of 64 black adolescent mothers who averaged 16.27 years of age when their children were born. Tape recorded interviews consisted of open ended questions and structured probes concerning: (1) mothers' perceptions of social and institutional factors in the context of their lives that made it easier or more difficult for them to function as parents; (2) mothers' approach to dealing with problem situations (coping style); and (3) mothers' emotional reaction to each category of strain in their lives. Following the interviews, Rosenberg's (1965) self-esteem questionnaire and Strickland's (1973) locus of control questionnaires were administered. Overall, the findings indicated that a decrease in stress, an increase in self-esteem, and a more active coping style occurred when support was received from individuals, but not when the support was received from community services that were not specifically designed to meet the needs of adolescent mothers. Mothers who received the most community services support were more likely to believe that they had little control over their lives. (Author/SS)

ED 187 433 PS 011 398

Landsberger, Betty H.

The Need to Study Health of Adolescents by Sex-Race Group.

Pub Date-Apr 80
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Blacks, Females, Habit Formation, Life Style, Males, *Physical Health, *Racial Differences, *Self Care Skills, *Sex Differences, Whites
Identifiers-*Life Expectancy

This paper presents evidence to substantiate the argument that statistics on illness and mortality rates should be broken down by separate sex-race groups of white male, white female, nonwhite male, and nonwhite female in order to accurately describe the inequalities of rates for death and illness experienced by these groups. Data were collected from 1963 to 1970 for a large national sample of normal, noninstitutionalized youth between the ages of 6 and 17 years. The resulting information on health status, health histories and experiences in the home, school and community was examined for differences among the four groups in health-related variables at adolescence. Groups were found to differ by race, rather than sex on a Health Status Exam measure which consisted of a physician's examination, a dental examination and laboratory and clinical measures; the ratings for white youth were higher than those of black youth. Neither race nor sex differences seemed great on a Health-Home measure which consisted of a parent interview concerning their children's health history. Differences by both race and sex were apparent with respect to the youths' self-ratings on a questionnaire of their health status. Boys' ratings were higher than girls' in both race groups, but nonwhites ratings were higher than whites. The female groups ranked above both male groups on a School-Health measure. (Author/SS)

ED 187 434 PS 011 417

McAdoo, Harriette McAdoo, John L.

Parent-Child Interaction and the Development of Racial Group Identity and Self Concepts of Preschool Children.

Pub Date-Mar 79
Grant-NIMH-1-R01-MH-25838-01
Note-23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, Comparative Analysis, Discipline, Family (Sociological Unit), Middle Class, Nonverbal Communication, *Parent Child Relationship, *Parents, *Preschool Children, Racial Attitudes, Racial Differences, *Racial Identification, *Self Concept, Self Esteem, Verbal Communication, Whites
Identifiers-*Nurturance, *Parenting

This study focuses on three areas: (1) mother-child and father-child verbal and nonverbal interactions; (2) racial differences in parent-child interactions, children's self esteem and children's racial attitudes; and (3) relationships between parenting style and children's feelings of self-worth and racial preferences. Subjects were 40 black and 44 white volunteer intact, middle income, suburban families with a preschool child. Each family was rated as in Class I or Class II of the Hollingshead-Redlich Socioeconomic Status (SES) scale. Seven data collection instruments were used, three with parents and five with children. Five separate interviews were conducted with each family. Interviewers were matched with parents by race, sex, and SES. Among the findings, mother-father comparisons indicate that white fathers were more nurturant than white mothers on both verbal and nonverbal levels. Black mothers were higher than black fathers on nonverbal interactions. Child data show that the children as a group had positive self concepts and that self concept and race attitude were not related in either group. Intercorrelations of parenting style and child data reveal that black parents as a team were clearly either nurturant or restrictive. In white families fewer statistical relationships were found. Those found differed from black patterns. In all families, children initiated more interactions with verbally restrictive parents. (Author/RH)

ED 187 435 PS 011 418

Feeg, Veronica DeCarolis Peters, Donald L.

Children's Physical Apperance and Adult Expectations.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 79
Grant-G007601966; G007800004
Note-12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, *Children, *Disabilities, *Expectation, Informal Assessment, Interpersonal Attraction, Mainstreaming, Mental Retardation, *Physical Characteristics, *Professional Personnel, Teacher Response, Training

Caregivers' expectancies and behaviors in relationship to young handicapped children were investigated in this paper. Two studies were conducted in an attempt to answer three questions: (1) How will caregivers respond to the young handicapped child? (2) Do the child's stimulus characteristics, such as physical appearance, create biases in caregivers' overall judgments of functional capabilities? (3) Can training change susceptibility to negative biases? The first study investigated responses of subjects to the facial characteristics of developmentally normal children, developmentally abnormal children, and children who had received craniofacial surgery. The 90 experimental subjects came equally from nursing, special education, and child development fields; 30 control subjects were used. Facial appearance of children systematically influenced the subjects' assesement of functional capabilities, whereas professional training made no meaningful contribution to subjects' judgments regarding capabilities of unattractive and attractive children. The second study measured the generalizability of the results of Study 1 in a different setting, which was a facility for mentally retarded children whose fully trained staff had extended contact with the children. When staff rated a child high in appearance, they gave high ratings in nine other dimensions, including intelligence, social competence, and motor performance. Staff characteristics such as age, educational level, experience, general appearance, or work satisfaction were not associated with staff assessments of children. The authors discuss the implications of the findings and suggest that a carefully planned analysis of training effects be undertaken. (Author/DB)

ED 187 436 PS 011 421

Cooper, Pamela And Others

Developing Nonverbal Communication Competencies in Children.

Pub Date-Apr 80
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescent Development, Body Language, *Child Development, Developmental Stages, Discrimination Learning, Early Childhood Education, Emotional Development, Eye Fixations, *Literature Reviews, *Nonverbal Communication, Personal Space, Physical Characteristics, Preschool Education, *Research Methodology, Teacher Behavior, *Teacher Responsibility

This discussion of the development of children's competency in nonverbal communication is divided into three major sections: (1) review of literature, (2) methodological concerns, (3) implications for teachers. The review of literature focuses on post-1970 studies using non-institutionalized children. Findings are organized according to developmental changes in kinesics, physical characteristics, proemics, touching, paralanguage, artifacts, and environmental factors. The methodology section lists the following concerns: using adult standards rather than child standards to interpret children's behavior; using age as a variable to guide research about nonverbal development; using retrospective speculation about childhood behavior to explain adult behavior; and adopting terms from other disciplines to describe the behavior of children. The section on implications for teachers provides discussion of the following: engaging in more systematic research into the development of nonverbal communication; avoiding an underestimation of the young child's communication capabilities; complementing the developmental stage of the child with communication curriculum; using nonverbal instruction for all levels of education, including preschool; recognizing that the development of nonverbal competency occurs covertly as well as overtly; and recognizing that all teachers, regardless of subject matter, influence a child's communication development. (Author/DB)

ED 187 437 PS 011 425

High/Scope - University of Kansas, Joint Model Study Project. Final Report.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-31 Jan 80

Contract-300-78-0486

Note-123p.; Best copy available.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, Behavior Rating Scales, *Cognitive Objectives, *Curriculum Development, Elementary Education, *Learning Activities, Low Income Groups, Models, Parent Participation, *Program Evaluation, *Program Implementation, Student Educational Objectives, Student Teacher Relationship, Theories

Identifiers-*High Scope Educational Research Foundation MI, University of Kansas

The educational model presented in this document synthesizes behavioral and developmental orientations in order to address certain school problems of low-income children. These problems include poor reading, math, and language arts skills; insufficient problem solving skills; and inadequate parent involvement and influence in children's formal education. The document outlines the major components of the model, provides methods to implement and evaluate the model, describes how the model was designed, gives results of evaluation data collected at two sites which adopted the model, and discusses the process whereby the University of Kansas implemented the model. Also included are various examples of key experiences for different grade levels. (DB)

ED 187 438 PS 011 426

Family Living: Suggestions for Effective Parenting.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0008
Note-57p.
Available from-ERIC/EECE, College of Education, University of Illinois, Urbana, IL 61801 (Catalog #188, $3.50)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Development, *Child Development, Childhood Interests, *Child Rearing, Communication (Thought Transfer), Cooperation, Discipline, Emotional Experience, Labeling (of Persons), Listening, Modeling (Psychology), *Parent Child Relationship, *Parent Education, *Parent Influence, Parent Role, Peer Groups, Rewards, Siblings, Television Viewing

This set of 24 bulletins provides parents with information on various topics related to child development, behavior and education. Topics discussed include: parents as role models; parental needs; parental expectations; talking with one's child; avoiding childhood labels; helping children learn to cope; setting limits; listening to children; helping children develop interests; taking stands on important issues; understanding behavior; gaining cooperation; spanking and discipline; coping with parental stress; consistency in discipline; children's feelings; the father's role in parenting; children's fears; vital signs of preschool development; communicating honestly with children; sibling rivalry; children and television; attention and rewards; and the importance of peers. Background readings, including ERIC documents, are listed for each topic. A brief guide to using the ERIC information retrieval system is provided. (Author/RH)

ED 187 439 PS 011 428

Benson, Charles S.
Household Production of Human Capital: Time Uses of Parents and Children as Inputs.
Pub Date-May 79
Note-49p.; Paper presented at the National Symposium,   Efficiency and Equity in Educational Finance,'' University of Illinois (Urbana-Champaign, IL, May 3, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Children, Educationally Disadvantaged, Educational Policy, *Educational Status Comparison, Elementary School Students, Fathers, Interviews, Mothers, *Parent Child Relationship, Parent Participation, Questionnaires, Social Class, *Socioeconomic Influences, *Socioeconomic Status
Identifiers-*Coleman (James S)

The document investigates how socioeconomic status (SES) impinges upon student achievement. Research was conducted to test the association between (1) SES and the time parents spend with children; (2) SES and types of parent child interactions; and (3) (in order to control SES) the influence of amount of time and type of interaction upon student achievement. 764 sixth grade children from high, medium, and low SES were interviewed; their parents filled out a questionnaire. Results indicated that although high SES mothers and fathers had more time available for children than did low SES parents, higher SES mothers had less time available for their children than did low SES mothers. There was a positive relationship between high SES and time spent by both parents and children in various activities. Parent participation in school activities and in formally-organized activities outside the school was associated with high SES. There was no relationship between either SES and efforts of parents to inculcate good work habits, or SES and parental help with homework. No conclusion could be made about school achievement and patterns of time parents spend with their children. Educational policy issues which acknowledge that disparities between SES and educational achievement must be redressed are discussed. Four broad mechanisms to explain and correct these disparities are suggested as discussion guides: parent dominance, school dominance, neighborhood dominance, and social class dominance. (Author/DB)

ED 187 440 PS 011 451

Hostrawser, Sara

A Guide for Setting Up a Church-Sponsored Nursery School.

Pub Date-May 80

Note-62p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Budgeting, Cognitive Development, Costs, Early Childhood Education, *Educational Environment, Educational Objectives, *Models, *Nursery Schools, *Preschool Curriculum, *Program Administration, Teacher Evaluation, Tests, Verbal Development

This document provides a guide for setting up a church-sponsored nursery school. Chapter One outlines the verbal-cognitive model of preschool education which emphasizes interaction between teacher and child. Perceptual, motor, cognitive, social, emotional, and language objectives are indicated. Chapter Two covers aspects of school management such as policies, scheduling, student testing and teacher observation procedures, and methods of reporting to parents. Chapter Three discusses room arrangement, indoor equipment and supplies, classroom activity areas, outdoor areas, and fire code regulations. In Chapter Four, school budget is discussed in terms of costs such as staff salaries and fringe benefits, consultant services, equipment, supplies and materials, travel, food, space costs and utilities, and other fees. An operating budget figured on an enrollment of twenty children and two teachers participating in a church-based program that meets three mornings a week for two-and-a-half hours per session is provided. Forms for carrying out management details are presented in Appendix A. Agencies that support early childhood education, sources of curriculum materials, and books on early childhood education and specific curriculum areas are indicated in Appendix B. (RH)

ED 187 441 PS 011 452

Schneider, Anne Warner, Jane

Field Experiences for Young Children: Planning and Implementing Field Trips, Classroom Visitors and Collecting Trips.

Pub Date-80

Note-40p.; Parts maybe marginally legible.

Available from-Jane C. Warner, Institute of Child Development 181, 51 East River Rd., University of Minnesota, Minneapolis, NM 55455 ($3.50 plus $1.00 postage & handling; Over 10 copies, $3.00 each)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, Early Childhood Education, *Field Trips, *Planning, *Preschool Children

This document provides guidelines and suggestions for taking preschool children on field trips. Rationale for field trips, safety considerations, planning, preparation through classroom activities, parent involvement and keeping a field experience reference file are among the topics discussed. Examples of trips to a supermarket and to hear a high school band as well as a classroom visit by a mother and her baby are provided. The final chapter lists resources for classroom visits, places to go on field trips, and trips that give children the opportunity to collect things. Forms related to field experiences and classroom visits are included. (Author/RH)

ED 187 442 PS 011 458

Shore, Cecilia Garrison, Andrew

Decontextualization in Symbolic Play.

Pub Date-Mar 80
Note-12p.; Paper presented at the meeting of the Southwestern Society for Research in Human Development (Lawrence, KS, March 27-29, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development, Imitation, *Infants, *Learning Processes, *Pretend Play, Research Methodology, *Symbolism
Identifiers-*Decontextualization, Object Substitution

This study investigates the ability of 13-month-old infants to use objects of varying degrees of realism in symbolic play and the generalization of this ability across different scene content. The effects of order of presentation of the task and of the behavioral coding scheme on the assessment of those abilities were also examined. Thirty male and female infants were shown scenes acted out with objects at each of four levels of abstraction (first, the real object; second, a tiny replica; third, an abstract object of the same general shape; and fourth, a placeholder object). For each object, order of presentation was varied by presenting all four levels of abstraction together in one experiment, and presenting them in semi-random order in another experiment. Nine different coding schemes were applied to the latter experiment to test the effects of coding scheme. Certain of these schemes were designed to manipulate three parameters: (1) spontaneous vs. imitated play, (2) level of quality of play demanded, and (3) use of target objects as opposed to props. Results indicated that order of presentation may affect assessment of the child's ability to generalize across scene content, but does not affect assessment of the child's capacity for object substitution. Different coding schemes affected assessment of the child's ability to deal with different kinds of scene content, but did not affect assessment of the child's ability to use objects of different degrees of abstraction. (SS)

ED 187 443 PS 011 459

Luthra, Pran Nath, Ed.
Family as a Unit of Welfare in National Planning. Proceedings of the Regional Asian Conference (New Delhi, India, October 17-21, 1977).
Indian Council of Social Science Research, New Delhi (India).

Pub Date-Dec 77
Note-235p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Developing Nations, Family (Sociological Unit), Family Problems, *Family Programs, Family Status, Foreign Countries, Intervention, *National Programs, *Needs Assessment, *Poverty, *Regional Planning, Rural Family, Social Workers
Identifiers-*Asia, *Asian Union of Family Organizations

This collection of conference proceedings contains the opening speeches, committee reports and resource papers on four topics: promoting the integrity of the family; meeting the minimum needs of the family; the role of self-preservation and promotion of the family; and intervention techniques of social workers in favor of rural and urban families. The premise of the conference was that if the family as a unit of social life is to be promoted and strengthened, then the national planning authority in a country should accept it as a unit of welfare. The conference was attended by 149 representatives from Asia, Europe and North America. Accompanying the conference proceedings is a pamphlet that outlines the constitution of the Asian Union of Family Organizations (AUFO), an organization that was formed at the 1977 Asian Regional Conference on Family as a Unit of Welfare in National Planning.'' (SS)

ED 187 444 PS 011 460

Addendum to Draft Regulatory Analysis Proposed HEW Day Care Requirements.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date-Mar 80

Note-76p.; For related document, see ED 179 302.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cost Effectiveness, *Cost Estimates, *Day Care, Day Care Centers, Early Childhood Education, *Federal Regulation, *Federal State Relationship, Health, Parent Participation, Preschool Education, School Safety, Training

Identifiers-DHEW Day Care Requirements

This document is a revised and updated analysis of DHEW's draft Regulatory Analysis of June, 1979, concerning day care requirements. It estimates the impacts of changes to both the Notice of Proposed Rule Making (NPRM) proposals and the final rule particularly in relation to the differential impacts on center cost and supply of the group composition requirements, by geographic area, type of center, and age of children. Presented in an addendum are revisions which, taken together with the draft document, constitute the final Regulatory Analysis regarding day care requirements. The document covers eight topics: the purpose and scope of the final analysis, summary of the final rule, highlights of findings, analysis of provider requirements, analysis of state agency requirements, federal enforcement of the regulations, phasing and implementation of the regulations, and sources of data. (Author/DB)

ED 187 445 PS 011 461

Wahlstrom, M. W. And Others

Early Childhood Education: Perceptions of Programs and Children's Characteristics.

Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-80
Note-320p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada ($5.00)
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Boards of Education, Case Studies, Core Curriculum, Curriculum Development, *Early Childhood Education, *Needs Assessment, Parent Associations, Parent Participation, Parent School Relationship, Preschool Evaluation, *Program Costs, *Program Descriptions, *Program Evaluation, School Community Relationship, Staff Development, Teacher Associations, Young Children
Identifiers-*Ontario

This document summarizes research into early childhood education programs for 3- to 8-year-old children in Ontario. The document focuses upon the problems, priorities, and practices which characterize these programs. Two factors in Ontario prompted research into its early childhood education programs: public concern over rising educational costs; and differences between educational psychologists and child psychologists as to which childhood years are the most critical for establishing learning-to-learn skills. The investigators identified six research tasks: to enumerate all the presently operating programs for 3- to 8-year-old children living in Ontario; to examine program documents, government regulations, and guidelines relating to early childhood education; to develop questionnaires for obtaining data relating to priorities, policies, and practices governing the early childhood programs; to tabulate the data by optimal scaling techniques; to describe the data as they relate to the priorities, policies, and practices of early childhood education programs; and to draw conclusions relating to the issues in early childhood education. Information obtained from questionnaires relates to school board views, core curriculum development and use, special needs of early childhood education, special services, specific curriculum areas, leadership and staff needs, community/school relations, parent/school relations, teacher association views, and parent association views. In addition to summary and introductory chapters and questionnaire results, the document provides a description of various early childhood education programs, five case studies, conclusions, and copies of the questionnaires. (Author/DB)

ED 187 446 PS 011 462

Dagan, Rivka

The Early Childhood Training Course for Bedouin Educators.

Pub Date-Jan 80
Note-8p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (1st, Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Background, *Ethnic Groups, Foreign Countries, Preschool Education, *Preschool Teachers, *Program Implementation, *Teacher Education, Tribes
Identifiers-*Bedouins, *Israel

The two-year Early Childhood Training Course for Bedouin Educators is designed to provide Bedouin teachers for Bedouin kindergarten children. The course was developed to alleviate problems arising from a situation in which Bedouin kindergarten children were taught by non-Bedouins who did not understand Bedouin dialect, who were unfamiliar with Bedouin customs and habits, who were in the Negev because they were required to be and not because they were committed to educating Bedouin children, and who left as soon as they had fulfilled their two-year obligation. Although inception of the course for Bedouin educators involved many problems not the least of which was the reluctance of Bedouin fathers to allow their daughters to take the course the course has met with considerable success and has implications which go beyond the immediate issue of kindergarten instruction. (Author/RH)

ED 187 447 PS 011 463

Brock-Utne, Birgit, Ed.

Survey of Educational Research in Norway 1973-74.

Royal Ministry of Church and Education, Oslo (Norway).

Pub Date-5 Aug 75

Note-198p.; For 1975-76 Survey, see PS 011 464.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adolescents, Adult Education, Career Education, *Citations (References), Early Childhood Education, Educational Administration, *Educational Research, *Foreign Countries, Mathematics Education, *Methods, Native Language Instruction, Natural Sciences, *Objectives, Parent School Relationship, Second Language Instruction, Social Studies, Special Education, *Subject Index Terms, Youth Programs

Identifiers-European Documentation and Information System, *Norway

Part of an international project undertaken by the members of the Council of Europe, this document is the second volume in a serial of biannual surveys which focus upon educational research in Norway. This volume covers 82 projects, whose fields of concentration comprise early childhood education, special education, languages, mathematics, social studies, natural sciences, physical education, school-parent relations, youth projects, educational management, vocational education, and adult education. The format used by researchers to present information about each project is as follows: project title; organizational/institutional affiliation; project leader; bibliographic references; background and aims; size and composition of sample; methods; main findings; number of workers; time schedule; funding source; and descriptors chosen from the European Documentation and Information System for Education (EUDISED) multilingual thesaurus for information processing in the field of education. (Author/DB)

Kristiansen, Rolf, Ed.
Survey of Educational Research in Norway 1975-76.
Royal Ministry of Church and Education, Oslo (Norway).
Pub Date-10 Feb 78
Note-72p.; For 1973-74 Survey, see PS 011 463. Not available in paper copy due to poor print quality.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracts, Annotated Bibliographies, *Educational Development, *Educational Research, Foreign Countries, Information Processing
Identifiers-*European Documentation and Information System, *Norway

This issue of Educational Research in Norway is the third in a series of biannual surveys and covers 135 projects conducted in 1975-76. Reflecting official Norwegian policy for educational research, development and innovation, most projects described are development-oriented. Projects are grouped and cross-referenced according to the facits and subfacits of the EUDISED Thesaurus. Serial numbers are followed by project titles which, if not originally in English or French, are translated into one of these languages. EUDISED descriptors are given in both English and French. The abstract describing the project indicates in particular the aims, methods and, in the case of a completed project, the results. Abstracts are in English. Finally, publications which resulted from the project are listed. An index of names and a subject index giving in English and French the titles and serial numbers of projects, conclude the survey. (Author/RH)

ED 187 449 PS 011 465

Benas, Evelyn A.

How One City Got Parents Involved (Panel Session). Theme Two: The Child, His Parents and His Community.

Pub Date-Jan 80

Note-26p.; Paper presented at the International Congress on Early Childhood Education (1st, Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Observation Techniques, Educational Environment, Educational Philosophy, *Family School Relationship, *Group Discussion, *Parent Education, *Parent Participation, *Parent Role, Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, *Preschool Education

Identifiers-*California (Oakland)

A preschool program involving parents in such activities as classroom observation, teaching, and group discussions with other parents is described in this paper. The program's goals are to provide healthy growth and development opportunities for children and to strengthen parenting skills. Parents are taught about development and behavior patterns and the importance of nutrition and success in early childhood. They are assisted and encouraged to make the home a learning environment. The program's philosophy and structure are described and summative comments regarding typical reactions to and outcomes of program activities are provided. Evaluation of the program determined that the program is cost effective, elicits continual support from parents, leads to enrollment of siblings, and attracts persons from varying socioeconomic, ethnic, and language backgrounds. (Author/DB)

ED 187 450 PS 011 466

Davidson, Iain F. W. K.

Going Beyond Early Identification.

Pub Date-Jan 80
Note-14p.; Paper presented at the International Congress on Early Childhood Education (1st, Tel Aviv, Israel, January 6-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Identification, Boards of Education, *Diagnostic Tests, Early Childhood Education, *Educational Diagnosis, *Educational Practices, Foreign Countries, Inservice Teacher Education, Measures (Individuals), Parent Participation, Preschool Education, Profiles, Special Education, *Teacher Role
Identifiers-*Ontario

This paper focuses upon the early identification of children's needs as they enter school. Certain basic considerations are set forth. These include the influence of unstated assumptions upon the development of early identification procedures; the interaction of early identification procedures with teaching functions; the necessity to make early identification data educationally relevant; the need for school boards continually to reassess early identification procedures; the importance of providing classroom teachers with regular, intensive inservice training and preparation; the need to include parents in the formal education of their children; and the requirement that early identification procedures be adapted by a school board to fit its school system. (DB)

ED 187 451 PS 011 467

Coonrod, Debbie May, Marylin A.
Just Toddlers: Developmental Skills and Activities. Revised Edition.
Debcon, Inc., Bloomington, Ind.
Pub Date-23 May 80
Note-109p.
Available from-Debcon, Inc., 4503 North Northwoods Lane, Bloomington, IN 47401 ($11.95)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, *Cognitive Development, Day Care, *Developmental Tasks, *Learning Activities, Preschool Education, *Readiness
Identifiers-*Sensorimotor Stage of Development, Toddlers

This program for group care of toddlers is based on the rationale that the child's developing sense of competency should be supported during the sensorimotor stage of cognitive development. Activities promoting competency are described in detail. Although developmental skills and activities are presented in terms of months, within this paper, the use of age-related, rather than behavior-related identifiers of developmental competencies is explicitly discouraged. Teachers of toddlers are asked to study the observable skills of the individual child before deciding which activities would support the child's sense of competency. Descriptions of the resources and materials necessary to implement the program are included. (Author/DB)

Corfman, Eunice, Ed.

Families Today: A Research Sampler on Families and Children. Volume 1. NIMH Science Monographs 1.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.-DHEW-ADM-79-815

Pub Date-79

Note-485p.; For Volume II, see PS 011 469.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-00955-5, $6.50)

Pub Type- Books (010) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Birth, *Children, Communication Skills, Depression (Psychology), Discipline, *Divorce, Economic Factors, *Employment, Ethnic Groups, *Family (Sociological Unit), Family Problems, Family Relationship, Friendship, Low Income, *Marriage, Older Adults, Parent Education, Parent Role, *Parents, Unemployment, Urban American Indians, Values

Identifiers-Chicanos, Stepfathers

The first of two volumes, this book consists of 17 studies of children and families. Selections are intended to provide a representative sample of current research, including case studies and less formal reports. Volume I is divided into four sections. Part One considers the family as an enduring social unit. Families in hard times, Chicano families, the transmission of parental values, preparation for childbirth and parenting, family styles of interacting, and family and friendship in old age are explored. Part Two focuses on marriage and divorce. Factors sustaining marriage, factors in adjustment to divorce, improvements in communication in marriage, and marriages that endure are discussed. Part Three consists of three articles concerned with parents and children. Topics include the role of parents as leaders in providing control and discipline, working couples as parents, depression among low income women, and stepfathers as parents. Part Four reports on families and the outside world. Work and family in relation to married men and married women, family adjustment to unemployment, and the Native American family in urban settings are discussed. (Abstracts of all articles in this volume are included in the companion volume.) (Author/RH)

ED 187 453 PS 011 469

Corfman, Eunice, Ed.

Families Today: A Research Sampler on Families and Children. Volume II. NIMH Science Monographs 1.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.-DHEW-ADM-79-815

Pub Date-79

Note-527p.; For Volume I, see PS 011 468.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-00956-3, $8.00)

Pub Type- Books (010) - Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Antisocial Behavior, Autism, Behavior Problems, Child Abuse, Child Rearing, *Children, Communication Skills, Competence, Depression (Psychology), Diabetes, *Family (Sociological Unit), *Family Problems, Foster Family, Games, Heredity, *Intervention, *Mental Disorders, Parent Education, *Parents, Preschool Children, Prevention, Problem Solving, Psychosis, Psychosomatic Disorders, Public Policy, Runaways, Schizophrenia, Socialization, Training, Violence

The second of two volumes, this book contains 21 studies of children and families. Selections, grouped into three sections, are intended to provide a representative sample of current research, including case studies and less formal reports. The first section reports on families in distress. Articles focus on adults who were antisocial children, preschool intervention for children at risk, runaways, psychosomatic aspects of diabetes in children, physical violence in families, child abuse, and helping abused children and their parents. The second section discusses mental illness and the family. The mentally ill at home, heredity and mental illness, poor family communication and schizophrenia, detection and prevention of childhood depression, autism and other disorders of childhood, and basic training for parents of psychotic children are explored. The third section indicates ways of strengthening the family. Topics include improving parent skills, training foster parents, developing a sense of competence in children, social learning techniques for parents of difficult children, games that help solve life problems, fortifying family ties, and families and public policy. The volume concludes with an abstract for every article in this volume and the first volume. (Author/RH)

ED 187 454 PS 011 470

Golomb, Claire

Developmental Studies of Pretend Play.

Pub Date-Apr 80
Note-9p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Development, Conservation (Concept), Feedback, *Influences, Instructional Innovation, Low Income Groups, *Preschool Children, *Pretend Play, *Problem Solving, *Training Methods

This paper briefly reports on a series of studies that explore the relationship between symbolic or pretend modes of reasoning and cognitive processes which underlie conservation of quantity. It is hypothesized that the mental transformations which the child makes while playing a game of make-believe, namely, the transformation from his original identity to a pretend identity and back to the original and enduring identity, are evidence of a primitive form of reversible thought operation and that this form of reversibility is akin to the reversibility that characterizes concrete operational thought. This hypothesized link was investigated by studying the effects of training in pretend play on performance on the conservation problem with preschool children. Five studies were conducted to address the following research questions: (1) the effectiveness of pretend play plus verbal inquiry training, (2) the comparative effectiveness of pretend play training vs. pretend play plus verbal inquiry training, and duration of these effects; (3) the comparative effectiveness of pretend play vs. direct conservation training vs. pretend play plus conservation training; (4) the comparative effectiveness of the adult initiated play approach vs. an approach in which the child teaches the adult; and (5) the comparative effectiveness of pretend play training vs. direct conservation training with low income children. A brief description of the methods and results of each study is provided. (SS)

ED 187 455 PS 011 471

Moerk, Ernst L.
A Piagetian Functional Approach to Early Language Development.
Pub Date-Mar 79
Note-66p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Development, *Developmental Stages, *Infants, *Language Acquisition, Language Patterns, Lexicology, *Models, Semantics, Surface Structure
Identifiers-*Piagetian Theory

Piaget's research on the processes and products of cognitive and representational development in early childhood is employed to outline the bases of early language development. The processes of assimilation and accommodation, leading to horizontal decalage; empirical and reflective abstraction, resulting in schemas and schemes; as well as accommodative imitation and play, as sources of representation, are proposed to explain the infant's construction of cognitive and semantic base structures. Learning principles are added to this Piagetian account to explain the acquisition of a lexicon, transformations, and surface elements of specific languages. In this manner the developmental roots and the continuity of two basic cognitive and semantic structures, the Object-and-Attribute-Frame'' and the ´ Human-Action-Frame,'' are sketched out. These are reflected in language as copula sentences and full-verb sentences, respectively. A survey of factual research on the relationships between cognitive and language development and a discussion of some philosophical and linguistic implications of the proposed model conclude the study. (Author)

ED 187 456 PS 011 472

Figgures, Cleo

Evaluation of Staff Development in Early Childhood Programs, 1978-1979. Report Number 8026.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Apr 80

Note-37p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, *Early Childhood Education, Program Evaluation, Questionnaires, *Staff Development, *Supervisors, Teacher Aides, *Teachers, *Teaching Assistants

Identifiers-*Pennsylvania (Philadelphia)

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across seven early childhood education programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers, and aides in the spring of 1979. Total responses from all programs indicated that most teachers felt that staff development activities helped them do a better job in the classroom. Most supervisors across programs indicated that they spent the greatest amount of time giving suggestions about the use of curriculum materials. Staff across all programs indicated that they were satisfied with all supervisory services and agreed that creative arts and learning disabilities were the most important subject areas for future staff development programs. (Author/MP)

ED 187 457   PS 011 475

Nutrition Education and Training Curriculum Materials.
Illinois State Board of Education, Springfield.
Pub Date-79
Note-30p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, Curriculum Guides, Games, *Instructional Materials, *Nutrition, *Nutrition Instruction, Periodicals, Reference Materials, *Resource Materials

Published by the Illinois Office of Education, this document lists resource materials and information regarding nutrition education to be used by educators in planning and implementing nutrition programs. These include audiovisual aids (movies, filmstrips, and videotapes), published text materials on health/nutrition, curriculum guides, teacher reference books and cookbooks, major journals in nutrition education, sources of free and inexpensive materials, and games and teacher created materials. A title, the target audience, publisher and address, price and description of contents are provided for each resource listed. (Author/MP)

ED 187 458 PS 011 476

Dent, Barbara

A Survey of Management Tasks Performed by Day Care Center Directors.

Pub Date-Dec 78
Note-69p.; Paper presented at a Seminar in Early Childhood Education, Towson State University (Towson, MD, December, 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Organization, *Administrators, Day Care, *Day Care Centers, *Educational Needs, Management Development, Occupational Information, Preschool Education, *Professional Training, Questionnaires

The general problem addressed in this survey is the identification of the management training needs of day care center directors. A questionnaire was developed and mailed to 102 directors of full time, pre-school day care centers in Baltimore City. The directors' answers were tabulated and simple percentages were computed. Directors were asked to identify their major subjects of college study, previous work experience, and management training experience. It was found that most directors have had few opportunities to learn better management task skills. Directors were asked to identify support personnel who might appropriately perform certain management tasks. Their answers revealed that such personnel are lacking in both for-profit and non-profit church affiliated centers. Contrastingly, agency affiliated centers were apt to have such personnel available. The questionnaire included a list of 21 management tasks and asked directors to identify those which they performed. The median number of tasks performed was 15, or 71% of the total 21. Apparently, center directors assume major responsibility for management tasks. Finally, directors were asked to state their management training needs. A substantial number (71% and 63%) requested training in financial management and legal matters, respectively. Directors also expressed interest in the management of equipment and supplies, personnel management, and relationships with boards and agencies. (Author/RH)

ED 187 459 PS 011 477

Coonrod, Debbie

The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.

Debcon, Inc., Bloomington, Ind.

Pub Date-79

Note-29p.

Available from-Debcon, Inc., 4503 North Northwoods Lane, Bloomington, IN 47401 ($5.25)

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, *Family (Sociological Unit), Fatherless Family, *Fathers, *Leadership, One Parent Family, Parent Influence, *Parent Role, Sex Role

A variety of research studies have indicated that fathers' availability and their leadership are vital to the healthy functioning of each individual in the family. One study showed that in 48 societies fathers assume an instrumental role in family life, while in only eight societies is fathering predominately an expressive function. Occasionally, a father's personality does not lend itself toward effective human relationships with children. Some fathers are uncomfortable in the decision-making role, in conflict strategy, and in taking the leadership reins. According to the literature, the ineffective, passive father is one who relinquishes the instrumental role. In all theories related to sex-role adjustment, the father is a particularly powerful influence on the son's masculine orientation. A girl's heterosexual relationships are strongly aligned with the kind of fathering that she experiences. The emotional, cognitive and social development of children are reported to be adversely affected by fathers' absence. Clearly, fathers' contributions are not as peripheral and indirect as was formerly believed. Strengthening fathers' preparation for their responsibility is urgent. Both the creative act of human life and the healthy nurturance of children require a mother and a father. (Author/RH)

ED 187 460 PS 011 479

McCartney, Kathleen A.
The Influences of Script-based Knowledge Upon Children's Story Recall.
Pub Date-Apr 80
Note-14p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Child Development, *Cognitive Development, Concept Formation, Grade 2, Kindergarten Children, *Memory, *Recall (Psychology), *Schematic Studies, Serial Ordering, *Story Telling, *Young Children

This study focused on the issue of whether   scripts'' guide children's comprehension and recall of stories. Two groups of kindergarten and second-grade children (N 48) from middle class elementary school districts were told two stories about typical events in the life of a young child (eating dinner and going to bed). Children were asked to recall events in each story. Story recall was analyzed in terms of a   script'' model and contrasted with the frequency of recall of designated core events and other logically consistent, supporting filler events. The use of two age groups permitted the testing of developmental changes in use of   scripts'' and the evaluating of egocentric interferences and difficulty in sequencing ability. The major findings were that structural importance and not serial position guided recall; children were able to sequence properly with few idiosyncratic interferences; younger children recalled main events as well as older children; and recall for filler events improved with age. It was noted that many questions remain unanswered regarding the development and role of   script'' knowledge, and that answers to such questions would assist better understanding of young children's cognitive operations. (Author/DB)

ED 187 461 PS 011 481

Lockett, Danuta Wal

The Relationship between Levels of Cognitive Development and Ego Development in Adult Women.

Pub Date-Apr 80
Note-10p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Age Differences, *Cognitive Development, Developmental Stages, *Females, Middle Aged Adults, *Personality Development, *Self Concept, Young Adults
Identifiers-Loevinger (J), Piagetian Theory

This study investigated the relationship between levels in Piaget's hierarchy of cognitive development and Loevinger's model of ego development. The data were examined for indications of cognitive prerequisites for development of ego levels. Sixty women, 30 in each of two age groups (18-21 and 35-47) were administered the chemicals and correlation task and the Washington University Sentence Completion Test. The results indicated that cognitive prerequisites for ego development exist, but that high cognitive development does not necessarily insure high ego development. A comparison of group scores showed that ego development is related to age and appears to increase with age, but that cognitive development remains unchanged over the period from young to middle adulthood. Additional analysis of formal operations revealed that schemata develop asynchronously and that decalage is unrelated to age but is significantly related to operational level. (Author/MP)

Otey, John W.
A K-2 Screening Instrument.
Pub Date-Feb 80
Note-12p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (3rd, San Antonio, TX, February, 1980).
Pub Type- Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Responsibility, Laws, *Learning Problems, Primary Education, *Screening Tests, *State Programs, *Test Construction, Test Norms
Identifiers-*Oklahoma

In line with the current trend toward more diagnostic testing in the public schools, the State of Oklahoma has adopted a mandatory screening program for all kindergarten, first, and second grade students. This paper discusses the six-year development, norming, and implementation of the new 58 item, teacher administered and scored screening instrument upon which Oklahoma's diagnostic testing program is based. Problems associated with large scale screening programs are discussed. Particular emphasis is placed on a systems approach to implementing educational screening. Directions, test questions, scoring criteria and test norms are provided. (Author/RH)

ED 187 463 PS 011 483

Francis, Patricia L. And Others

Bimodal Schemata in Three-Month-Old Infants.

Pub Date-Mar 80

Note-11p.; Paper presented at the meeting of the Southwestern Society for Research in Human Development (Lawrence, KS, March 27-29, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention, *Auditory Perception, Auditory Stimuli, *Cognitive Processes, Females, Infant Behavior, *Infants, Males, *Sensory Integration, *Visual Perception, Visual Stimuli

Identifiers-*Facial Configuration

In an attempt to address the issue of bimodal coordination of featural stimuli, the sensitivity of 3-month-old infants to the auditory and visual components of male and female stimulus configurations was examined. Measures were made of the infants' visual attention to a male or female face while they listened to a male voice, female voice, or to music. It was expected that differential attentiveness to the male or female face during the appropriate, corresponding auditory condition would occur, thus demonstrating the ability of young infants to organize featural stimuli bimodally. A 3 (auditory stimulus) x 2 (face) repeated measure of variance analysis yielded a significant auditory stimulus effect; there was more visual attention to both faces while the female voice was playing. However, during the female voice condition there was significantly more visual attention to the female face than to the male face. Possible reasons for the clear-cut bimodal processing of female, but not male, stimulus configurations are discussed. (Author/MP)

Kettner, George

Head Start Program and Cost Data Analysis: Final Report - Volume I.

Development Associates, Inc., Arlington, Va.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-[illegible] 79
Contract-100-77-0108
Note-297p.
Pub Type-Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Class Size, Comparative Analysis, Cost Effectiveness, *Data Analysis, Enrollment Rate, Ethnicity, Financial Support, Food, Health Services, Income, Parent Participation, Personnel Evaluation, Preschool Education, Professional Development, Professional Training, *Program Costs, *Program Evaluation, Social Services, Student Teacher Ratio
Identifiers-*Program Information Report, *Project Head Start

This document describes and analyzes the 1976-1977 Head Start Program Information Report (PIR) data. PIR is a comprehensive data collection effort directed at the programs of all Head Start grantees of which there were approximately 1,100 in 1976-1977. The unit of analysis in this study is the grantee rather than the agencies delegated by grantees to implement Head Start programs. The Head Start program descriptions are analyzed by PIR according to enrollment sizes, ethnic composition of staff and children, children's ages, average classroom sizes, staff/child ratio, and program costs. The resulting data are used to determine which program characteristics relate to program costs per child, what meaningful comparisons and contrasts among types or clusters of programs can be made, and what the statistical ranges in cost variations are. Also included in this document are the following areas of PIR information: organizational and geographic characteristics of grantees; health services information regarding Head Start children; food services, social services, and parent involvement information;

funding received by grantees from different revenue sources and the costs incurred against such revenues. (Author/DB)

ED 187 465 PS 011 485

Stachel, Dina

Some Factors Affecting Teacher Behavior and Pupil Performance.

Pub Date-Jan 80
Note-16p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (1st, Tel Aviv, Israel, 1980). Paper is based on Ph.D. dissertation, Tel Aviv University.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, *Change Strategies, *Educational Change, Educational Improvement, *Experiments, Foreign Countries, *Innovation, *Kindergarten, *Program Implementation
Identifiers-*Israel

This study describes an attempt to introduce change into an educational system. A new science program (MATAL) consisting of new teaching materials, teaching strategies and training courses was developed and implemented in kindergarten classrooms. Major hypotheses were that (1) the kindergarten is a system; educational change will be achieved through the operation of a change factor and the involvement of all the components of the system in the performance of change, and (2) the level of change will be lowered if, among the components of the system, a supporting change agent is lacking. To test these hypotheses 40 kindergarten classes in Tel Aviv, Israel, were divided into two groups. Group A teachers and supervisors received extensive pretraining by teacher trainers. Group B received neither pretraining nor assistance during implementation. To evaluate changes in the educational system, 10 research devices were prepared to measure attitudes of the participants, knowledge of the teaching team, teaching performances in the classroom, utilization of time, students' achievements, and interpersonal relationships. Findings supported the hypotheses. The kindergarten operated as a system. Change occurred when the change factors operated in all the components of the system. (Author/RH)

Dukette, Rita And Others

Structured Assessment: A Decision-Making Guide for Child Welfare.

Spons Agency-Department of Health, Education and Welfare, Chicago, Ill. Region V.
Pub Date-Apr 80
Contract-RO-V-1263-77

Note-24p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Abuse, Child Neglect, Children, *Child Welfare, *Decision Making, *Evaluation Criteria, *Evaluation Methods, Family Problems, *Identification, Parent Child Relationship, Parent Role, *Risk

This guide presents four criteria to help intake workers decide whether to remove children from their homes and place them elsewhere. The criteria are (1) the nature of the problems which lead to the placement request; (2) the parents' parental capacity; (3) the family's organization and its support systems; and (4) the child's developmental status and condition. It is suggested that to justify removal, at least one of the following conditions must exist: chronic neglect of the child; danger of child abuse; rejection of the family by the child; inability of parents to cope with the child's problems; and parental desertion or illness which leaves the child unprotected or uncared for. Discussion focuses on certain facts which need to be discerned to apply the four criteria, and on ways to uncover these facts. Forms related to the assessment effort are provided. (Author/DB)

ED 187 467 PS 011 487

Ishigaki, Emiko

How Do We Educate Teachers for Early Childhood Education: Early Childhood Educators in Japan.

Pub Date-Jan 80

Note-9p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (1st, Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum, Day Care, *Early Childhood Education, *Educational Development, *Elementary School Teachers, Foreign Countries, Kindergarten, Nursery Schools, *Preschool Teachers, *Teacher Education

Identifiers-*Japan, Seiwa College (Japan)

This paper discusses the organization of early childhood education and preschool education in Japan and describes how teachers are trained for positions in these schools. It is noted that the organization of such education in Japan has undergone considerable change since the first kindergarten was established in 1877. At that time the curriculum consisted of three subjects; in 1885 it was expanded to twenty subjects, then in 1947 was reduced to twelve subjects. In 1956 another transition occurred, and six areas of study were organized: health, social studies, nature, language, music and rhythms, and drawing and crafts. These six areas are used today. The day care curriculum is divided according to the children's ages. For 4- and 5-year-olds, the curriculum includes all six areas of study, four areas are used with 3-year-olds, three areas with 2-year-olds, and two areas with children one year old and under. Three points are stressed in training teachers of young children: (1) developing the teacher's personality with good ethical concepts; (2) including sufficient professional subjects; and (3) providing a sufficient amount of practice teaching. Professional subjects include child psychology, sociology, and pedagogy. The Ministry of Education requires two weeks of practice teaching, but more concentrated and supervised programs are available. (Author/DB)

ED 187 468 PS 011 488

Harrison, George

An Attempt to Bridge the Gap Between Theory and Practice in Early Childhood Teacher Education.

Pub Date-Jan 80

Note-12p.; Paper presented at the International Congress on Early Childhood Education: A Challenge for the Educator (1st, Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Day Care, *Early Childhood Education, *Human Relations, *Laboratory Training, Nursery Schools, Preschool Education, *Role Playing, *Simulated Environment, Simulation, *Teacher Education, Teaching Methods

Identifiers-Natal Training College (South Africa), *South Africa

Dissatisfaction with existing preschool teacher training programs, which overemphasize educational theory and neglect practice teaching, led to the development of the preschool teacher training program described in this paper. Initial activities of the program involve group dynamics principles and human relations training to assist students to develop self-evaluation skills. Once students are competent at analyzing their own actions and those of their group they are considered able to understand the kinds of situations and problems which occur in the typical nursery school. A simulated nursery school was created to provide experience with the varied issues of early childhood education. This setting, which includes children, permits tutors and students to discuss practical matters affecting the children, the school as a social organism, home and society, the educational system, and professional roles. Written materials, slide-tape programs, role playing, and taped interviews with parents and staff are used to supplement this practical training. (In this document, a vignette of a training activity is provided and pertinent educational, developmental, and organizational issues are commented upon within the activity. Other learning activities are described.) (Author/DB)

ED 187 469 PS 011 490

Kiefer, William N.

Home-[illegible] Experiences and the Self-Concepts, Cognitive Styles, and Intelligence of Preschool Children.

Pub Date-Apr 80

Note-102p.; Ph.D. Dissertation, Walden University. Not available in paper copy due to print quality.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Action Research, *Cognitive Style, Comparative Analysis, *Home Programs, *Influences, *Intelligence, Intelligence Quotient, Parent Education, Parent Participation, *Preschool Children, Primary Education, *Self Concept

Identifiers-Kansas Reflection Impulsivity Scale, Preschool Self Concept Picture Test, Stanford Binet Intelligence Scale

A causal-comparative study was conducted among 56 educationally disadvantaged children to determine if children who had the benefit of a home-based experience were significantly different from their peers in intellectual ability, self-concept, and cognitive style. Using the cognitive-developmental method of instruction, trained para-professionals worked with children and parents in the home during the 1978-79 school year. The parents of participating children had the opportunity to attend weekly parent meetings where they constructed developmental toys and games. The weekly parent meetings were supplemented with developmental discussions presented by a parent educator. A control group did not participate in any similar experience. Upon enrollment in a pre-kindergarten, school-centered program, children in experimental and control groups were tested using The Stanford-Binet Intelligence Scale (S-B), The Preschool Self Concept Picture Test (PS-CPT), and The Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP). Test and demographic data were analyzed using the nonparametric Mann-Whitney U-Test, Chi-Square Test, Spearman Rank Order Correlation, and The Kruskal-Wallis Test. Results indicated that children who experienced the home-based program had significantly higher intelligence scores. White children in the experimental group had significantly fewer errors in cognitive style than peers in the control group. (Author/RH)

Murray, John P. Kippax, Susan

The Impact of the Introduction and Diffusion of Television on Children Living in Three Australian Towns.

Pub Date-May 80

Note-17p.; Paper presented at the Annual Conference of the International Communication Association (Acapulco, Mexico, May 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Children, Crime, Foreign Countries, *Influences, *Mass Media, Occupations, Perception, *Recreational Activities, *Social Behavior, *Television Viewing

Identifiers-*Australia, Naturalistic Research

This report compares the first and second years of a 4-year study on changes in patterns of social behavior and conceptions of 8-12 year-old children following the introduction of television in their community. Three towns of similar composition were selected for their naturally occuring differences in quantity and duration of experience with television. At the beginning of this study, the High-TV'' town had had five years' experience with two channels, the Low-TV'' town had had one year's experience with only one channel; and the No-TV'' town did not receive a television signal. During the second year of the study, the No-TV'' (now New-TV'') town began receiving the public channel. In the first year of the study, comparisons of the No-TV'' and Low-TV'' children demonstrated a clear decrease in radio listening, reading, listening to records, attending movies, playing sports, engaging in outdoor activities, and participating in clubs and parties when television was available. However, it is suggested that these decreases may reflect the novelty of television in the Low-TV'' town, because the children in the High-TV'' town manifested higher levels of involvement in these activities than their peers in the Low-TV'' town. This novelty effect was further supported by the results from the second year of the study: children in the former No-TV,'' now New-TV,'' town manifested the lowest level of participation in various activities and use of alternative media. (Author/SS)

ED 187 471 PS 011 492

Glick, Rochelle Martorano, Suzanne

Logical Structures Underlying Combinatorial Reasoning.

Pub Date-Apr 80

Note-13p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Age Differences, *Classification, *Cognitive Processes, *Comprehension, *Difficulty Level, *Elementary School Students, Logical Thinking, Performance

Identifiers-Conjunctives, *Disjunctive Tasks, Piagetian Tasks

This study was designed to examine the processes underlying developmental changes in children's (1) use of combinatorial strategy, and (2) comprehension of conjunctive and disjunctive propositional relationships. A total of 108 children from third, sixth and eighth grades participated in this study. Each child was administered three tasks (traditional, disjunctive, and conjunctive) and received either the traditional univariate colored token described by Inhelder and Paiget, or one of two bivariate tasks. In the traditional task situation the child was presented with multiple instances of half-circle shapes of six different colors arranged in a row, and was instructed to make all the different pairs of colors possible, using two different colors in each pair. In the disjunctive task, multiple instances of red, blue, and yellow squares and circles were arranged in a row and the child was instructed to make all the different possible pairs, using either a different color or a different shape in each pair. In the conjunctive task, each child was presented with the same stimuli as in the disjunctive task but this time was instructed to make all the different possible pairs using a different color and a different shape in each pair. Performance criteria based on descriptions by Inhelder and Piaget of the behavior characteristics of each substage of development on the colored tokens task were used to rate each child's use of a combinatorial strategy. Results suggest that (1) use of a combinatorial strategy is significantly affected by the dimensional complexity of the task, and (2) comprehension of disjunctive and conjunctive propositional relationships does not differ in children within the age range included in this study. (Author/MP)

ED 187 472 PS 011 493

Embry, Dennis D. And Others

Designing, Utilizing, and Investigating Printed Instructional Materials for Early Childhood Education: A Review of Selected Considerations.

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-ECI-113

Pub Date-Apr 78

Contract-300-77-0308

Note-38p.

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Color, Concept Teaching, *Design, Design Preferences, *Early Childhood Education, Exceptional Persons, Guidelines, *Instructional Development, *Instructional Materials, Language Styles, Literature Reviews, Responses, Risk, *Teaching Methods

Identifiers-*Printed Materials

This paper reviews relevant experimental literature on certain components of printed instructional materials which are commonly used in early childhood education for normal, at-risk, and handicapped children.

The components examined include the use of color, instances of concepts, language style, number of answer options, the use of pictures and drawings, preferences of children, response-mode requirements, and successive versus simultaneous stimulus presentations. Issues regarding educational practice and research are discussed. (Author/MP)

ED 187 473 PS 011 494

Rogers-Warren, Ann Wedel, Janet W.

The Physical Ecology of Preschool Classrooms for the Handicapped: A Selective Review of Literature.

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-ECI-104

Pub Date-Jan 78

Contract-300-77-0308

Note-43p.

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Design, *Classroom Environment, *Ecological Factors, Ecology, *Exceptional Persons, Literature Reviews, *Physical Environment, *Preschool Education, *Research, Scheduling, Student Teacher Ratio, Teacher Behavior

A representative sample of current research investigating ecological variables in classrooms is reviewed in this paper. Empirically-based recommendations for classroom arrangement and suggested areas of research which might be beneficial to the development of prescriptive guidelines for preschool classrooms for handicapped children are provided. The content of the review has been organized into five major divisions: (1) adults in the classroom, (2) the grouping of children within the classroom, (3) architectual variables, (4) scheduling, and (5) arrangement of materials in the classroom. It is concluded that, in general, current research recommendations for facilities for handicapped children do not appear to be based on empirical findings about effects of environmental variables on child or teacher behavior. It is argued that programatic research in this area is needed to better define the effects of teacher/child ratios, material choice and arrangements, child groupings, scheduling, and architectural arrangements on the behavior of handicapped children in preschool classrooms. (Author/MP)

ED 187 474 PS 011 506

Holden, Barbara

Social Services, 1978-1979. Report Number 8045.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Apr 80
Note-50p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, *Home Visits, *Job Performance, *Parent Participation, Program Descriptions, *Social Services, *Social Workers
Identifiers-Get Set Program, Pennsylvania (Philadelphia), Project Follow Through, Project Head Start

This 1978-1979 annual report of the Social Services Component of Early Childhood Programs provides a description of the types and quantities of activities undertaken by social service workers in four Philadelphia programs: Child Care, Original Follow Through, Get Set Day Care and Pre-Kindergarten Head Start. Social services, which are mandated in these programs, are provided by Social Workers in Child Care, Get Set Day Care, and Pre-Kindergarten Head Start and by Parent Involvement Coordinators in the Original Follow Through Program. Data for this report, obtained from reporting forms designed by the Early Childhood Evaluation Unit, provided the following information: (1) Most programs operated in a manner that allowed them to attain their specific program objectives or performance standards. (2) The 88 social service workers within the mandated programs made a total of 174,064 contacts. Of these, 94,258 contacts were with parents or guardians, 26,687 contacts were with other program personnel and 20,832 contacts were with community agencies. (3) The majority of contacts with parents or guardians in the three preschool programs were by telephone conference and school or site conference, while contacts with parents in the single school age program, Original Follow Through, were made through home visits. (4) Of the 5,093 families identified as needing special assistance, help was offered to all. (5) For 3,954 (78%) cases, services were successfuly completed. (Author/MP)

ED 187 475 PS 011 507

Souther, Arthur F. Banks, Martin S.

The Human Face: A View From the Infant's Eye.

Pub Date-Mar 79

Note-20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979). Figures 7 and 8 have been removed from this document because of poor reproducibility.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Infants, Pattern Recognition, Perceptual Development, Recognition (Psychology), *Visual Acuity, *Visual Discrimination, *Visual Perception, Visual Stimuli

Identifiers-Cornsweet (T F), *Facial Features

This study explores the reason why very young infants are unable to respond differentially to faces and the cause for developmental changes in infant face perception by age 3 months. Linear systems analysis (LSA) and the contrast sensitivity function (CSF) were used to estimate the facial pattern information available to 1- and 3-month-old infants. Two hypotheses were examined: young infants are incapable of selectively attending to and utilizing perceptual information picked up from particular aspects of the face; early performance may be significantly limited by insufficient acuity and contrast sensitivity for picking up critical pattern information. The second hypothesis was evaluated by estimating the extent to which acuity and contrast sensitivity limitations constrain available facial pattern information; and by considering whether sensory constraints accounted for the infant's observed performance. (Author/DB)

ED 187 476 PS 011 509

Lee, Patrick

A Developmental Study of Children's Prerogatives and Constraints in Several Domains of School Experience.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 79
Grant-NIE-G-78-0033
Note-186p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Age Differences, Comparative Analysis, Decision Making, *Educational Environment, *Educational Experience, Elementary Education, *Elementary School Students, *Elementary School Teachers, Interviews, Justice, *Perception, Privacy, School Safety, Student Attitudes, Teacher Attitudes

Individual, semi-structured interviews were administered to 154 elementary school children and 47 elementary teachers drawn from middle class suburban schools. Children and teachers were questioned about their perceptions of the social and territorial constraints and prerogatives children have in school (their felt status) and those they ought to have (normative status). They were also questioned about their evaluations of several dimensions of the school environment. The interview topics were organized into ten variables: territoriality, privacy, three domains of decision making, and school as a just, responsive, safe, liked, and important environment. The study yielded the following findings: (1) Children's and teachers' perceptions of school were positive. (2) With the exception of privacy and justice, children's and teachers' perceptions of the same recurring events were markedly different. Children saw much less congruence between their felt and normative status than teachers did and saw themselves as much more constrained than teachers thought they were. (3) Children's perceptions of their status changed significantly over grade level in the direction of less congruence, less felt constraint and more normative prerogative. However, teacher perceptions showed little variation with grade, suggesting a poor fit between the world views (both felt and normative) of teachers and children at the several grade levels. (4) There was a marked action-value split in which children's and teachers' perceptions of values were much more alike than their respective perceptions of which actions were allowed to children in school. Discussion and recommendations focused on the implications of these findings for tension between children and their schools, for the school's non-collaboration with children in the expression of their emerging social competence, and for the exploratory interview as a feasible and valid research method. (Author/MP)

ED 187 477 PS 011 510

Smock, Charles D., Ed.
Mathemagenic Activities Program: Georgia Univ., Athens. Dept. of Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-OEG-0-8-522478-4617(287)
Note-371p.; For related documents, see PS 011 510-516.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Advisory Committees, American Indians, *Disadvantaged Youth, *Early Childhood Education, Guidelines, *History, *Models, Planning, *Program Evaluation, Program Implementation, Social Change, *Teacher Education, Teacher Role
Identifiers-Mathemagenic Activities, *Project Follow Through, University of Georgia

This set of eight papers is related to the Mathemagenic Activities Program (MAP) for early childhood education of the University of Georgia's Follow Through Program. The MAP is based on Piagetian theory and provides sequentially structured sets of curriculum materials and processes that are designed to continually challenge children to learn about the physical and social environments. A practical guide to the MAP, sample by-laws for a policy advisory committee, guidelines for implementing the MAP, a teacher training plan, a program description, and a MAP evaluation study are provided. Also included are a brief historical overview titled, American Society and Children: 1850-1890, and an essay titled, American Indian Education. The practical guide provides an introduction to Follow Through, a discussion of the instructional component, including staff role and curriculum content descriptions, as well as an overview of the noninstructional and program evaluation components of the MAP. The MAP evaluation study of program implementation in first and third grade classrooms in three southern communities suggests that the MAP can be implemented in communities having diverse characteristics. (Author/RH)

Espinoza, Renato And Others

Parent Education and Cultural Change in American Families.

Southwest Educational Development Lab., Austin, Tex.

Pub Date-Apr 80

Note-87p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies, Ethnography, *Influences, Interviews, Models, Mothers, Observation, *Organizational Theories, Parent Associations, Parent Attitudes, *Parent Education, *Parents, *Program Effectiveness, Program Evaluation, *Social Change

Using an ethnographic approach, three Parent Education Programs were studied to describe the social setting in which they took place and to document their impact upon parents. The programs were conceptualized as social service organizations designed to change the parental roles of participants. Each program was observed, interviews were conducted with program participants, and relevant documents were examined. Programs were found to vary along various formal organizational characteristics, and participants also differed in terms of their socioeconomic characteristics and motivation to participate. Three models of cultural change (cultural elaboration, cultural reinforcement, and cultural reorganization) were proposed to reflect the underlying rationales of the programs and the changes experienced by the families that participate in them. (Author/MP)

ED 187 479 PS 011 611

Prevention of Child Accidents at Home.
International Children's Centre, Paris (France).
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Jun 79
Note-241p.; A publication of the ICC/HEW Programme on the Development of Information on Early Childhood.'' For other papers in this series, see PS 011 612-614.
Language-English; French; Spanish
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Accident Prevention, *Children, *Death, Family Environment, French, Health Programs, *Injuries, Parent Responsibility, *Safety, Spanish

In three languages, Spanish, French and English, these materials provide facts, background information and guides for preventing accidental harm to children. The materials, organized in three identical packets consisting of four pamphlets, offer information for mass media specialists, guidelines for administrators and decision makers, a technical note for kindergarten and elementary school teachers and parents, plus technical notes for university and other teaching staff. Contents of the packets include tables of data, a discussion of the child's need for adult supervision in a hazardous environment, reasons for accident prevention programs, preventive action at home and at school, extent and causes of accidents, and a discussion of the role of medical personnel in accident prevention. (Author/RH)

ED 187 480 PS 011 612

Immunization.

International Children's Centre, Paris (France).

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Dec 79

Note-182p.; A publication of the ICC/HEW Programme on the Development of Information on Early Childhood.'' For other papers in this series, see PS 011 611-614.

Language-English; French; Spanish

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Children, *Communicable Diseases, Cytology, *Diseases, French, Guidelines, Health Materials, Health Programs, *Immunization Programs, Mass Media, *Prevention, Program Development, Spanish

These pamphlets present facts, background information and guides on the immunization of children against preventable diseases. Individual pamphlets are provided for mass media specialists, health personnel in the field, health policy makers and program administrators, as well as university personnel. Contents include a specification of the role of the media in immunization efforts; a discussion of when, against what, and how to immunize; guides for organizing immunization programs; an overview of program planning and implementation considerations; and a review of the biophysiology of immunization. Each pamphlet is given in Spanish, French and English versions. (Author/RH)

ED 187 481 PS 011 613

Infant Stimulation.

International Children's Centre, Paris (France).
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Dec 79
Note-177p.; A publication of the ICC/HEW Programme on the Development of Information on Early Childhood.'' For other papers in this series, see PS 011 611-614.
Language-English; French; Spanish
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Developing Nations, French, Health Personnel, *Infant Mortality, *Infants, Language Acquisition, *Mothers, *Parent Child Relationship, *Parent Role, Spanish, *Stimulation

This set of documents consists of English, French, and Spanish translations of four pamphlets on infant stimulation. The pamphlets provide information designed for lay persons, educators and primary care personnel, academics and professionals, and for health administrators and family-planning organizations. The contents cover infant needs; infant mortality rates in world regions; the influence on infant development of different child rearing practices; infant characteristics at different periods of development; factors linked to retarded development and the effectiveness of intervention attempts; and stimulation of language and intelligence in young children. (SS)

ED 187 482 PS 011 614

Breast Feeding.

International Children's Centre, Paris (France).
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Dec 79
Note-156p.; A publication of the ICC/HEW Programme on the Development of Information on Early Childhood.'' For other papers in this series, see PS 011 611-613.
Language-English; French; Spanish
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Developing Nations, *Food, French, *Health Needs, Health Personnel, *Infants, *Nutrition, Nutrition Instruction, Spanish
Identifiers-*Breast Feeding, *Milk

This set of documents consists of English, French, and Spanish translations of four pamphlets on breast-feeding. The pamphlets provide information designed for lay persons, academics and professionals, health personnel and educators, and policy-makers. The contents cover health-related differences between breast and bottle milk; patterns of decline in breast-feeding in selected countries and years; causes of this decline and recommendations for improvement; the biological value of breast-feeding; the role of health personnel in influencing the mother's decision to breast-feed; and the elements of a policy for promoting breast-feeding. (SS)

ED 187 483 RC 010 587

Inayatullah, C., Ed.

Strategies of Rural Development in Asia A Discussion. Summary of Discussion, Research Studies and Country Statements Presented to the Seminar on Approaches to Rural Development in Asia (Malaysia, May-June, 1975).

Asian Centre for Development Administration, Kuala Lumpur (Malaysia).

Pub Date-76

Note-169p.

Pub Type- Collected Works - General (020) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Agricultural Production, Community Involvement, *Comparative Analysis, Concept Formation, Decision Making, *Developing Nations, Employment, Income, *Policy Formation, Program Descriptions, Research Methodology, *Rural Development, Rural Urban Differences, *Seminars, Social Change, Social Differences, *Social Indicators, Social Mobility, Speeches, Synthesis, Values, Welfare Services

Identifiers-*Asia

A 10-day seminar for senior government officials concerned with making rural development policies in selected Asian countries focused on programs adopted by various Asian governments to tackle rural development problems. To compare various approaches, seven indicators of rural development were used: agricultural productivity; rural employment; distribution of income and wealth within different rural groups and classes and between rural and urban areas; welfare services available to classes in rural areas as well as relative to urban areas; extent of effective participation of rural people in decisions at national and local levels; degree of social mobility within classes and ethnic groups in rural areas; and changes in values, beliefs, and attitudes which increase capacity of rural people to control their environment. This document contains a summary of discussions on the following themes: Concept of Rural Development, Its Measurement and Place in Overall National Development; Policies of Rural Development; Implementation of Rural Development Policies; and Accelerating Rural Development. Included are recommendations, summaries of 13 research-team papers, and studies on policies and programs in Afghanistan, Bangladesh, India, Indonesia, Iran, Korea, Malaysia, Pakistan, Philippines, and Sri Lanka. (RS)

ED 187 484 RC 011 449

Lopez, Donna Stephenson, Comp.
Distributors, Publishers of Chicano and Spanish Language Materials.
Spons Agency-Arizona State Dept. of Library and Archives, Phoenix.
Pub Date-May 79
Note-26p.
Available from-Arizona State Library Extension Service, 2219 S. 48th, Suite D, Tempe, AZ 85282 ($1.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescent Literature, American Indian Literature, Childrens Literature, Foreign Language Books, Foreign Language Films, Foreign Language Periodicals, *Hispanic American Literature, *Information Sources, *Library Acquisition, *Library Materials, Mexican American Literature, *Publishing Industry, Reading Materials, *Spanish Literature
Identifiers-Bilingual Materials, *Chicano Literature

Selected distributors and publishers of Spanish language materials are listed in this directory, which is designed to help the small library improve services to Spanish speaking patrons. The directory supplies addresses for 49 publishers and distributors in the United States and 33 in Spain and Mexico; phone numbers are included for U.S. firms. A brief annotation accompanying each entry contains information on quality of paper and binding, subject matter emphasis, juvenile or adult emphasis, availability of catalog, costs and discounts, and types of print and non-print materials available (books, filmstrips, posters, periodicals, etc.). Annotations for Mexican and Spanish firms note availability of materials through U.S. distributors. Some publishers and distributors included in the directory handle literature of several ethnic groups, including American Indians. The preface provides suggestions for selecting and ordering Spanish language materials. (JH)

ED 187 485 RC 011 459

Fox, Carla And Others

Project Ranger Curriculum Guide.

Portland Public Schools, Oreg. Area I Office.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date-Jun 78

Note-433p.; May not reproduce due to colored paper.

Available from-Portland Public Schools, 5[illegible]03 N. Willis Boulevard, Portland, OR 97203 ($15.00; $1.50 postage and handling)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adventure Education, *Affective Behavior, Behavior Change, *Behavior Problems, Change Strategies, Counseling, Curriculum Guides, Discipline, Educational Philosophy, Elementary Secondary Education, *Environmental Education, Experiential Learning, Field Trips, Group Activities, *Humanistic Education, Individual Development, *Learning Activities, *Outdoor Education, Resource Materials, Student Teacher Relationship, Teacher Role, Work Study Programs

Identifiers-Initiative Tests, *Oregon, Rope Courses

The objective of Project Ranger is to improve school behavior and academic performance of selected, primarily disruptive,'' students who are failing in the traditional school program. The Ranger curriculum uses the outdoor environment as the medium for improving student self-concept and relations with peers and adults and for providing skills which will help the student overcome his problems in the regular classroom. Published at the end of four years of program development, the Ranger Curriculum Guide is designed to be a manual for school districts and other organizations interested in implementing a similar program. The guide, focusing on program activities and student counseling techniques, presents thorough descriptions of goals, materials, and procedures in nine curriculum/activity areas: affective learning; ropes courses and initiative tests; conservation/community service work projects; field trips, and environmental studies. Topics for environmental study are community adventure; energy, food, and recycling; the Oregon Coast; Oregon geology and ecology; and winter survival. The guide includes a discussion of the program philosophy and the application of that philosophy in establishing student discipline and conducting activities. A bibliography lists 150 resource materials for teachers and students. (JH)

ED 187 486 RC 011 510

Carter, Keith A. And Others
Social Indicators for Rural Development: Descriptive Social Reporting. Final Report, Sociology Report No. 141.
Iowa Agricultural and Home Economics Experiment Station, Ames.; Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.; North Central Regional Center for Rural Development, Ames, Iowa.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-Nov 77
Note-142p.; Publication contributes to U.S.D.A. Project 2142, Social Indicator Models for Rural Development.'' Some pages may not reproduce due to colored paper.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-County Programs, *Decision Making, Delivery Systems, Education, Employment, Financial Support, Health, Housing, Income, Law Enforcement, Leisure Time, Local Government, *Models, *Needs Assessment, Physical Environment, Program Descriptions, *Quality of Life, Recreational Activities, Research Methodology, Rural Areas, *Rural Development, Rural Population, Safety, *Social Indicators
Identifiers-*Iowa, Public Safety

Project 2142 was a multi-phase effort to discover and mobilize for dissemination to rural decision-makers various information and findings pertaining to the quality of life experienced by rural people. The initial research phases involved design of a conceptual framework that placed some parameters on the variety of social phenomena studied. Interview data from a sample of rural decision-makers provided input regarding planning processes and the types of project outputs that would meet their needs. The major output of the descriptive social reporting phases involved the publication of a social indicator data book including time-series statistical data for each of nine north central Iowa counties. During 1977 these data were disseminated at a series of county conferences designed to help participants obtain a clearer idea of what a needs assessment involved and how the process could be undertaken. Systematic approaches to needs assessment (including the social indicator approach), advantages and disadvantages of each approach, pros and cons of citizen involvement, and ways of using the data book in needs assessment were presented. The initial focus of social indicator modeling was a macrosociological model of the determinants of physical health status, developed and tested using data on 99 Iowa counties. Overviews of each project phase and a bibliography of project outputs were included in appendices. (NEC)

ED 187 487 RC 011 890

Hoiberg, Eric Swope, Cliff

Farmers Perceptions of Extension Effectiveness: An Iowa Study.

Pub Date-Aug 79

Note-28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 23-26, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demography, *Extension Education, *Farmers, Needs Assessment, Participation, *Perception, *Program Effectiveness, *Program Evaluation, Rural Education, *Rural Extension, Rural Population

Identifiers-Cooperative Extension Service, *Iowa

Interviews with 940 Iowa farm operators and their wives were conducted during 1977 to address the question of perceived extension effectiveness (the degree to which the respondent perceived the Cooperative Extension Service as meeting his/her needs). Two models of organizational effectiveness were advanced and suggested as being consistent with efforts to use the perceptions of actual and/or potential client groups as a method for determining effectiveness. Based upon an analysis of the perception, it became clear that extension was not suffering an image crises'' in that there was a rather consistent positive rating given across all items. While several variables such as fatalism, social participation, media usage, and extension contact were related to perceived effectiveness at a statistically significant level, the magnitude of the associations were not large. Other key variables, such as age, education, farm size, and cosmopolitanism were found not to be related to perceived effectiveness. Data tended to demonstrate that the independent variables selected were more consistently related to extension contact than to perceived effectiveness, although even these relationships were not particularly strong. The finding of little or no relationship has important implications for extension in the sense that there does not appear to be a clearly identifiable group that harbors a collective negative perception of extension effectiveness. (Author/NEC)

ED 187 488 RC 012 000

Ortiz, Flora Ida

Significant Instructional Features in Bilingual Education.

Pub Date-Apr 80
Note-25p.; Paper presented at the American Educational Research Association Convention (Boston, MA, April, 1980).
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Bilingual Students, Bilingual Teacher Aides, Classroom Techniques, Cognitive Style, Discipline, Educational Facilities, Instructional Materials, Mexican Americans, *Program Administration, Program Design, *Program Effectiveness, Program Implementation, *Program Proposals, *Student Teacher Relationship, Teacher Attitudes, Teaching Methods
Identifiers-*Academic Learning Time

Those who write and fund bilingual education programs are primarily concerned with the implementation, administration, and management of certain types of programs rather than with their instructional components. An analysis of 75 bilingual education program proposals indicated that this resulted in a preoccupation with facilities, materials, staffing, and teaching techniques and strategies, but minimal attention was paid to instructional elements such as academic learning time (ALT), classroom management, teacher expectations and attitudes, pupil learning styles, and teacher-pupil interaction. Observation of one California bilingual education program further revealed that teacher-pupil interaction was significantly reduced for bilingual students when bilingual aides were present. Classroom teachers then initiated interaction twice as often with non-bilingual students and mostly in English, whereas aides initiated interaction almost entirely with bilingual students and largely in Spanish. This (and other practices which indicated lower expectations for bilingual students) reduced their ALT and often resulted in classroom management problems. While ALT and teacher-pupil interaction appear to be the two most significant instructional features in bilingual education programs, the other features studied must also be included in such programs to ensure equitable delivery of educational services to bilingual students. (SB)

ED 187 489 RC 012 001

Halley, Arthur And Others

Outdoor Education Summer Curriculum Project 1979. Phoenix Elementary District Phoenix Elementary School District 1, Arizona.

Pub Date-79
Note-51p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Responsibility, Camping, Check Lists, *Educational Philosophy, Elementary Education, Environmental Education, Equipment, Field Trips, *Learning Activities, Learning Experience, *Outdoor Education, Parks, Program Design, *Site Selection, *Urban Education
Identifiers-*Arizona (Phoenix)

Outside the classroom there are many opportunities that provide a variety of environmental, ecological and academic-oriented experiences. For inner city minority children from low income families the need for outdoor education programs is particularly critical. Much of the outdoor experience can be established right on the school site by using the available building and grounds in a creative way. While learning experiences for all grade levels from K-8 are recommended, overnight trips should be limited to grades 5 and above. Curriculum objectives for all ages should improve the learning of basic skills (the 3 R's) by providing experiences that allow for application of these skills in the total environment. Activities should be open ended, allowing the learner to collect data and record his observations; also activities should be relevant to the learner's world, as well as appropriate for the area in which the activity takes place. In addition to discussing the philosophy, rationale and goals of outdoor education, this guide suggests a number of outdoor activities for the classroom teacher. While the field trips list specific things to see and do in the Phoenix area, the school site and classroom activities could be utilized anywhere. Also included are a number of checklists covering such areas as pre-planning, emergency plans, camping equipment, etc. (Author/DS)

ED 187 490 RC 012 014

Montano, Martin C.

Chicano Education: Clearer Objectives and Better Results.

Pub Date-17 Feb 80

Note-12p.; Paper presented at the American Association of School Administrators Annual Convention (112, Anaheim, CA, February 17, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Access to Education, Bilingual Education, *Economic Factors, Education, Educational Needs, *Educational Objectives, Employment, Hispanic Americans, Illegal Immigrants, Income, *Mexican American Education, *Mexican Americans, Political Power, Spanish Speaking

Identifiers-Chicanos

Current demographic statistics indicate that a nation within a nation is emerging; Mexican Americans, numbering 12 million in 1978, must be dealt with educationally, economically, socially, and politically. Approximately 42% of Mexican Americans are under 18 years old. Hispanic students form the largest ethnic minority population (34%) in the Los Angeles Unified School District. However, in 1978, 17.2% of Hispanics 25 years old and over had completed less than 5 years of school compared to 3% of non-Hispanic persons, and only 40.8% of Hispanics 25 years old and over had completed 4 years of high school compared to 67.1% of non-Hispanics. Reinforcing the well established correlation between years of education and annual income, the average Hispanic family income in 1977 was $11,421 compared to $16,284 for a non-Hispanic family. Hispanic families living below the poverty level comprised 21.4% of the population compared to 8.7% of non-Hispanics. To reduce the poverty and insufficient education that are major barriers to economic growth and access to full opportunity, objectives for the education of Mexican Americans during the 1980's should be to reverse the school drop-out rate, to make the curricula relevant and meaningful according to the child's needs, to be ready to educate and employ the increasing number of Hispanics, and to develop interviewing techniques to screen in instead of screen out potential employees. (NEC)

Brunette, Pauline, Ed.
The Minnesota Chippewa Tribe Adult Basic Education Program 1979-1980. Adult Contemporary Reader.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-80
Note-38p.; Prepared through the Minnesota Chippewa Tribe Adult Basic Education Program, Cass Lake.
Available from-Adult Basic Education Program, Box 217, Minnesota Chippewa Tribe, Cass Lake, MN 56633 (limited copies free as long as supply lasts)
Pub Type- Collected Works - General (020) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education, American Indian Culture, *American Indian Education, American Indians, Careers, *Curriculum Development, Functional Literacy, *Reading Skills, *Supplementary Reading Materials, Tribes
Identifiers-*Chippewa (Tribe), Minnesota

Designed for use as supplementary reading material, the reader is a collection of short stories (1 to 3 pages in length) developed from interviews with 12 Chippewas living in the Minnesota areas of Cass Lake, Leech Lake, Inger, Pine Point, and White Earth. The interviewees represent various occupations including teacher, school principal, nurse, basketmaker, and tribal employee, and include many older people. Each story is on the Adult Basic Education reading level (4-8) as determined by the Gunning Fox Index Formula. A set of questions follows each story. A very brief glossary is included. (SB)

ED 187 492 RC 012 044

Kirk, Robert J.

Health Careers through Independent Study for American Indians and Alaska Natives: Upward Mobility through Non-Traditional Education.

Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Report No.-DHEW-HSA-75-12023

Pub Date-75

Note-206p.; May not reproduce well due to small print size.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, *Alaska Natives, *Allied Health Occupations Education, *American Indian Education, *American Indians, Correspondence Study, Equivalency Tests, Eskimos, External Degree Programs, Health Occupations, High School Equivalency Programs, Home Study, *Independent Study, *Nontraditional Education, Open Universities, Program Descriptions, Resource Materials, Test Coaching

Identifiers-General Educational Development Tests

Independent study is recognized by many as a practical approach to learning, especially meaningful for individuals in isolated or remote areas. Compiled primarily for use by persons with highly diversified backgrounds and interested in Indian and Alaska Native health, the book describes educational opportunities available through independent study. The major avenues for persuing independent study are described: the GED high school equivalency programs, associate degree programs in the health sciences, special adult degree programs, the open university, external degree programs, college level examination programs, degree credit through correspondence study, other home study and correspondence courses, programmed instruction in health areas, the National Home Study Council, and the United States Armed Forces Institute. A substantial portion of the guide lists, by state, the Associate Degree programs and courses in the health field offered by some of the more established community and junior colleges, giving program titles and addresses, chief administrators, year classes began, length of the program, and the type of degree awarded. Fundamental suggestions on how to study and how to take tests are included. Also provided are additional source materials on health careers, financial assistance, and special programs. (NEC)

ED 187 493 RC 012 046

National Rural Communities Facilities Assessment Study. Report on the Conference (Austin, Texas, December 13-15, 1978).
National Rural Center, Washington, D.C.
Spons Agency-Abt Associates, Inc. Cambridge, Mass.; Department of Agriculture, Washington, D.C. Farmers Home Administration.
Pub Date-Feb 79
Note-142p.; Maybe marginally legible due to light print.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Communications, *Community Services, Costs, *Delivery Systems, Education, Energy, Facilities, *Facility Planning, Health, Housing, Human Services, Justice, *Needs Assessment, *Policy Formation, Rural Areas, *Rural Development, Rural Population, Safety, Transportation, Utilities, Wastes

An 18-month National Rural Community Facilities Assessment Study, commissioned by the Farmers Home Administration and conducted by Abt Associates, Inc. will assess community facilities serving rural populations and identify the types and extent of investment in facilities necessary to provide an adequate flow of services to these populations. In order to provide assistance and direction to this major policy research effort, the National Rural Community Facilities Assessment Conference was convened in Austin, Texas. The Conference brought together experts in 10 facility areas (safety, justice, water and waste water, energy, housing, communications, health, education, solid waste, and transportation). The Conference generated advice on what facilities and what characteristics and physical services contribute most to the provision of basic human and physical services in rural communities, and guidance to determine if and how those characteristics can be measured. The report includes a summary of the conference proceedings, presentations, panel reports, a list of participants, a list of federal representatives, and a list of organizations, agencies and institutions contacted for nominations. (NEC)

ED 187 494 RC 012 047

Brown, Eddie F., Ed. Shaughnessy, Timothy F., Ed.

Instructor's Manual: Education for Social Work Practice with American Indian Families.

Arizona State Univ., Tempe. School of Social Work.

Spons Agency-Children's Bureau (DHEW), Washington, D.C.

Pub Date-79

Grant-DHEW-90-C-1437

Note-77p.; For related document, see RC 012 048.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*American Indian Culture, American Indian Education, *American Indians, *American Indian Studies, Cross Cultural Training, *Cultural Activities, Cultural Awareness, Extended Family, Family Life, Federal Indian Relationship, Instructional Materials, Learning Activities, Postsecondary Education, Social Agencies, *Social Problems, *Social Work, Social Workers, Teaching Guides, Tribes, Welfare Services

Identifiers-United States (Southwest)

Numerous and varied learning activities are provided in this instructor's manual for a course designed to help non-Indian social work students and social service providers expand their understanding of Indian culture with the purpose of achieving greater transcultural appreciation and, consequently, more effective social work practices appropriate to Indian communities. Study questions, learning activities, suggestions for teaching, and a brief bibliography of related readings are presented under five topical areas: Indian tribal diversity, parental roles and child rearing practices in the extended family, social work practice with Indian families, the federal-tribal relationship, and community resources for American Indians. Each section begins with a one-page overview including a statement of the major emphasis, a table of contents, and a list of desired outcomes and competencies. Learning activities range from preparing a Navajo meal, executing a traditional beadwork pattern, and learning simple American Indian dances to identifying Indian stereotypes, proposing hypothetical social and family problems and developing solutions, role playing, and evaluating policies and legislation affecting American Indians. (JH)

ED 187 495 RC 012 048

Brown, Eddie F., Ed. Shaughnessy, Timothy F., Ed.

Introductory Text: Education for Social Work Practice with American Indian Families.

Arizona State Univ., Tempe. School of Social Work.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Pub Date-79
Grant-DHEW-90-C-1437
Note-253p.; For related document, see RC 012 047.
Pub Type- Books (010) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-American Indian Culture, American Indian Education, *American Indians, *American Indian Studies, Child Welfare, Community Services, *Cultural Awareness, Cultural Context, Cultural Influences, Extended Family, *Family Life, Family Problems, Federal Indian Relationship, Federal Legislation, Postsecondary Education, Social Agencies, *Social Problems, *Social Work, Social Workers, Sociocultural Patterns, Tribes, Welfare Services
Identifiers-Bureau of Indian Affairs, Indian Health Service, *United States (Southwest)

Prepared for social work students and social service providers, this text is designed to help non-Indians expand their understanding of Indian customs, cultures, and life styles with the purpose of achieving greater transcultural appreciation and, consequently, more effective social work practices appropriate to Indian communities. Information is organized under five topical areas, each with a detailed table of contents, numerous questions for study and discussion, and a brief bibliography for related reading. Section I describes the unique and diverse lifeways of Southwest Indian tribes and discusses the social problems of Indian children and families. Section II discusses Indian extended families, clan systems, and tribal social networks and their impact upon tribal members' beliefs and behavior. Section III analyzes the practice concepts of the dual perspective, motivation, and stabilization in relation to serving Indian people. Section IV provides historical and current information on the federal-tribal relationship, the related legislation and policies, and its significance in the lives of Indian people. Section V provides an overview of child and family welfare services available to Indians. Two maps are appended showing Indian lands and cultural areas. (JH)

ED 187 49[illegible] RC 012 049

Navajo Community College Funding Problems. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.-CED-80-79
Pub Date-21 Mar 80
Note-19p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, NW, Washington, DC 20548 (single copies free, additional copies $1.00 each).
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, American Indians, *Community Colleges, Educational Administration, *Educational Finance, Enrollment, Federal Aid, Federal Indian Relationship, Federal Legislation, Financial Support, *Full Time Equivalency, *Government Role, Tribes, Trust Responsibility (Government)
Identifiers-Bureau of Indian Affairs, Funding Formula, Navajo (Nation), *Navajo Community College AZ, *Tribally Controlled Community College Assist Act

Funding for the Navajo Community College was reviewed by the Comptroller General of the United States to determine if the Bureau of Indian Affairs' (BIA) regulations and method of computing full-time equivalent enrollments were consistent with the Tribally Controlled Community College Assistance Act of 1978 (P.L. 95-471). The investigation revealed that during fiscal year 1980 appropriation hearing, the BIA overestimated the Navajo Community College's Indian enrollment. The figure used for the full-time equivalent'' student enrollment resulted in the Bureau's obligating $3.9 million more to the college than allowed by the grant formula. Had the grant formula prescribed by the act been applied, the college would have received about 50% less funding than it received the previous fiscal year. The report recommends that the Secretary of the Interior immediately review the Navajo Community College's management practices and operating expenses to determine the most equitable method for funding the college and report findings to the appropriate congressional committees for their consideration in making necessary appropriation and legislative changes. (Author/NEC)

Dutton, Edward P. Shelley, Scott

Kansas Rural Villages Project, 1978-1979.

Kansas Univ., Lawrence.
Spons Agency-Kansas State Board of Regents, Topeka.
Pub Date-78
Note-15p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizen Participation, Community Action, *Community Development, *Community Involvement, Conferences, Program Descriptions, *Program Evaluation, *Rural Areas, *Rural Development
Identifiers-*Kansas (Aurora), *Kansas Rural Villages Project

Aurora, a village of 147 residents in north central Kansas, was the focus of a 1978 investigation of the community development potential for Kansas rural villages. Students and staff from the University of Kansas School of Social Welfare worked with community residents to identify three programs the village wanted (a recreation program, a community library, and a grocery store project). During the summer, the recreation committee began its operations with youth activities, a community dance, fund raising and plans for a youth center. The library committee established a library of 900 volumes loaned by the Central Kansas Library System. The grocery store committee developed a plan in which a local resident could own and manage a grocery store and local residents could buy shares in the store. When staff involvement was high, the level of citizen participation was also high, but it was not sustained. The youth programs continued aided by agricultural extension staff; the library struggled during the year without adequate volunteers; and the grocery store and youth center never materialized. However, certain positive factors did emerge from the Aurora experience. It did demonstrate what can be initiated in a community development process. In addition, Aurora's statewide conference on rural villages presented community development to 150 participants from 37 Kansas communities. (DS)

ED 187 498 RC 012 052

Fowler, Becky

Rural Women: An Annotated Bibliography 1976-1979.

West Virginia Univ., Morgantown.

Pub Date-May 79

Note-26p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agriculture, Annotated Bibliographies, Education, Federal Government, *Females, *Fine Arts, *Health, Labor Force, Literature, Mental Health, Music, Policy, *Rural Population, Sex Role

Identifiers-Appalachia, *Rural Women, *United States, United States (South)

Aimed at a broad audience, the annotated bibliography provides general information regarding rural women in the United States from 1976 to 1979. It contains citations for 113 articles, books, bibliographies, papers, and monographs. Citations are organized alphabetically by author or title in seven categories: agriculture; Appalachia and the South; education; health and mental health; industry and the labor force; music, literature, and the arts; and national perspectives and policies regarding rural women. Each citation includes the author, title, publication information, and a brief annotation of the item. There is

also a list of four national organizations oriented towards rural women. The address and focus of each group is given. (SB)

ED 187 499 RC 012 054

Benjamin, Thomas P.

Establishing a State Outdoor Education Association: The New York Model.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-78-0023

Note-48p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-088, $5.50).

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, Guidelines, *Models, *Organization, *Outdoor Education, Planning, *Program Design, Regional Programs, Services, State Programs, Workshops

Identifiers-*New York State Outdoor Education Association

Because the New York Outdoor Education Association (NYSOEA) has made significant contributions to the establishment and expansion of outdoor education programs in the state and throughout the world, this guide is directed toward those who want to strengthen their own state or regional association or to create one. The paper provides an analysis of the strategies contributing to the success of the NYSOEA and suggests concrete procedures for establishing comparable state Outdoor Education associations. Sections in the paper describe the organization's purposes and philosophy, programs and service, membership, organization, regional structure and financial considerations. A section on the 24-member Executive Board describes election procedures and lists responsibilities for both officers and other board members. Another section offers guidelines and policies for planning and implementing workshops as well as a workshop planning checklist. A similar section on setting up an annual conference is also included. The final part of the paper gives ideas for starting a regional or state-wide Outdoor Education association. It discusses invitations to the initial planning meeting, a sample schedule for that meeting, the types of business to be conducted, establishment of the regional network, and incorporation as a nonprofit organization. Appended are copies of forms used by the NYSOEA, including a financial statement as well as several conference registration forms. (DS)

ED 187 500 RC 012 055

van der Smissen, Betty

Legal Liability Adventure Activities.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-78-0023

Note-50p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-086, $5.75).

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability, *Adventure Education, Court Litigation, Guidelines, Insurance, Laws, Leadership Responsibility, *Legal Responsibility, *Outdoor Education, Public Relations, *Risk, Safety

Identifiers-*Negligence

The adventure of adventure education comes in the testing of oneself, in putting self against the environment and in striving to overcome the environment through personal skill. Unfortunately, instead of perceiving the risks in terms of physical and psychological challenges, many schools and other organizations perceive them in terms of liability suits. The aspect of legal liability involved in most of the court cases involving the adventure field is that based on negligence, usually defined in five broad areas: (1) personal liability, which results from the actions of an individual with a direct relationship (program leader, volunteer, service person) to the participant; (2) standard of care, in which the appropriate standard of care for a safe environment is not provided; (3) conduct of the activity, in which considerations are made as to the adequacy of instruction, the relationship of maturity and condition to safe participation, and safety rules and regulations; (4) environmental conditions, in which the landowner is held responsible for hazards on his property; and (5) contributory negligence, in which the participant himself must assume responsibility for his own actions. The final portion of this document describes how to handle the sequence of events following an injury and lists four methods of financial risk management (avoiding the activity, insurance, retention of the risk, and reduction of injuries). (DS)

ED 187 501 RC 012 057

Golins, Gerald L.

Utilizing Adventure Education to Rehabilitate Juvenile Delinquents.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-78-0023

Note-75p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-084, $7.00).

Pub Type- Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adventure Education, *Affective Objectives, Cost Effectiveness, Delinquency, *Delinquent Rehabilitation, Experiential Learning, *Outdoor Education, Program Design, *Program Development, *Program Effectiveness, Rehabilitation Programs, Risk, Self Concept

Identifiers-Outward Bound, *Program Follow Up

The use of adventure based education is a new and relatively unresearched but apparently successful practice in the rehabilitation of juvenile delinquents. Courses offered by schools, state social service systems, juvenile courts, youth service bureaus, and other agencies are generally patterned after the standard Outward Bound course and involve the mastery of such outdoor pursuits as mountaineering, sailing, or river rafting. The gamelike atmosphere, the organization of participants into primary peer groups, the use of the outdoors, the nature of the problems posed, and the style of instruction are five elements of adventure education which impel a juvenile delinquent to alter his destructive ways. Programs are usually designed as cost-effective diversions to long-term institutionalization or as supplements to existing youth serving agency programs. Both types of program involve referral, orientation, the outdoor expedition itself, and thorough follow-up. Many exemplary programs exist throughout the country. Adventure based practitioners face several major issues: program follow-up; course management and staffing; and evaluation. This document includes an outline of steps in the development of an adventure education rehabilitation program; a sample program schedule; suggested teaching methodology; and a reprint of an article emphasizing the need for adequate follow-up activities. (Author/SB)

ED 187 502 RC 012 058

Dupris, Joseph C.

American Indian Community Controlled Education: Determination for Today, Direction for Tomorrow''.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-78-0023

Note-58p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-083, $6.25).

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, *Community Control, *Educational Change, Educational Planning, Educational Policy, *Federal Indian Relationship, *Federal Legislation, *Self Determination, Treaties, Tribal Sovereignty, Trust Responsibility (Government), United States History

Identifiers-Indian Education Act 1972, Indian Self Determination Education Assistance Act, Tribally Controlled Community Colleges Act 1978

The reemergence in the 1960's of the traditional Indian philosophy of education as preparation for societal productivity coincided with a movement within Indian communities toward more active participation in and self-control of the education of their people. By recognizing the historical right of American Indians to control their own education, the Basic Indian Education Act (PL 95-561) and the Indian Self-Determination Education Assistance Act (PL 93-638) have made these goals a reality and paved the way for the casting off of the policy of coercive assimilation which has characterized most previous national Indian education programs and led to academic failure among Indians. In the 1980's the focus of Indian community controlled education will center on the consolidation of school contracting procedures in PL 93-638, including obtaining a centralized contractive authority under the Bureau of Indian Affairs; curriculum development in the area of cultural education; and parental and tribal participation in the public schools. This will require a united effort among Indian communities to explore the potential of federal legislation and utilize it to its fullest. Indian communities must also determine how to strengthen community control, sustain educational successes, establish Indian education priorities, and strengthen internal and external resources. (SB)

ED 187 503 RC 012 061

Almaraz, Felix D., Jr. Almaraz, Maria O.
Reading Exercises on Mexican Americans.
Continental Press, Dallas, Tex.
Pub Date-77
Note-67p.; Not available in paper copy due to publisher's preference.
Available from-Continental Press, 2336 Farrington Street, Dallas, TX 75207 ($1.25 quantity price)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Artists, Athletes, *Biographies, Comprehension, Elementary Education, Grade 4, Grade 5, Illustrations, Laborers, *Leaders, *Mexican Americans, Mexicans, Musicians, Politics, Profiles, Reading Comprehension, *Reading Materials, *Reading Skills, *Role Models, Word Recognition
Identifiers-Cultural Contributions, Heroes

Short biographical sketches and drawings of 30 prominent Mexican Americans are presented in this book of reading exercises. Written on a fourth or fifth grade level, the book includes figures representing a variety of occupations and fields of achievement: the arts, sports, business, journalism, education, entertainment, literature, medicine, law, labor, public service, religion and the military. Those chosen reflect and exemplify the contributions of Mexican Americans regionally and nationally. Although the selection is largely contemporary, a few of Mexico's prominent historical figures are also included. Among the figures included are Robert J. Acosta, Romana Acosta Banuelos, Cantinflas, Vikki Carr, Cesar Chavez, Josefa Ortiz de Dominguez, Patrick F. Flores, Clotilde P. Garcia, and Jim Plunkett. A one-page narrative on each personality provides material for practice reading. Each selection is accompanied by exercises for reinforcing comprehension skills, including discovering the main idea, identifying paragraph topics, recognizing true and false statements, and recalling factual information. Attention is also devoted to word recognition, the use of context, and extension of vocabulary. (Author/DS)

Schneider, James

Job Service North Dakota. Annual Rural Report, 1979.

North Dakota State Employment Security Bureau, Bismarck. Employment Service Div.
Pub Date-79
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agricultural Laborers, Agricultural Production, Annual Reports, Employment, *Employment Services, Health Services, Hispanic Americans, *Information Centers, Job Placement, Labor Market, Migrant Education, *Migrants, Program Descriptions, *Rural Areas, Rural Development, *Social Services
Identifiers-*Job Service North Dakota, North Dakota

During 1979, 27 Job Information Centers, manned in the local community on a volunteer basis, served as referral and information points for both applicants and employers and provided outreach services to rural areas. Of the 82,446 applicants seeking services, 54,153 were referred to jobs. Workers were placed in over 2,400 agricultural job openings. More than 30% of the approximately 34,000 individuals placed through the local offices of Job Service North Dakota were from rural areas. A total of 1,237 migrant and seasonal farmworkers, 58% of whom were interstate Hispanic migrants primarily from Texas, were registered with Job Service offices in 1979. Through the North Dakota Migrant Council, one-stop migrant service centers were operated during the peak interstate migrant season in four locations, providing bilingual job, health, and social services as well as legal aid. Nine migrant education centers provided programs for nearly 1,600 migrant children. In addition to information and statistics about program organization and services, the report presents 1979 crop production summaries, general crop conditions, a 1980 agricultural outlook, a farm labor outlook, U.S. Department of Labor Annual Rural Manpower Reports, and North Dakota Farm Labor and Rural Manpower Bulletins. (NEC)

ED 187 505 RC 012 070

Hulen, Lynn R., Comp.

Educating for Social Work Practice in Rural Areas. A Report on the Rural Child Welfare and Family Service Project of the School of Social Work, California State University, Fresno.

California State Univ., Fresno.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-84-P-96651/9-01

Note-111p.

Pub Type- Collected Works - General (020) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Child Welfare, College Curriculum, Conference Proceedings, Curriculum Design, *Curriculum Development, Delivery Systems, Field Instruction, *Higher Education, *Needs Assessment, Professional Training, Program Development, Program Implementation, *Rural Areas, *Social Work

Identifiers-*California State University Fresno, *Rural Child Welfare Family Service Project

Because of a mounting awareness that those most at risk in America today are the rural poor, educating for social work practice in rural areas has become an important and growing concern to many in the field of social work education. This report incorporates the findings and materials germane to developing a specific rural child welfare and family service curriculum process at California State University, Fresno. Basic to the project is the thesis that in order to be trained in the field of rural child welfare and family service, students must have adequate preparation, both practical and theoretical. They must learn: to develop a needs assessment plan; to design, plan, and implement a service delivery system; and to develop skills for service delivery and evaluation, ideally in a training setting (community) where child welfare and family services are slight, or totally nonexistent. Part I presents a report on a survey of need for rural services in the west Fresno County rural area, a preliminary step to actual curriculum development. Part II, the Proceedings of the March 1978 Rural Curriculum Development Conference contains both papers presented or made available to the conference and a summary of the Conference Task Study Group findings. Part III includes supplementary papers, provided by national resource people and addressed to the multifaceted issues and problems of implementing a rural curriculum. (NEC)

ED 187 506 RC 012 071

Parker, Alan And Others

Task Force Two: Tribal Government. Final Report to the American Indian Policy Review Commission.

Congress of the U.S. Washington, D.C. American Indian Policy Review Commission.

Pub Date-Jul 76

Note-347p.; May not reproduce well due to small print size.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.35).

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indian Reservations, *American Indians, *Federal Indian Relationship, Government Role, *Needs Assessment, Self Determination, *Tribal Sovereignty, Tribes, *Trust Responsibility (Government)

Identifiers-Bureau of Indian Affairs, Indian Reorganization Act 1934, Task Force on Tribal Government, *Tribal Government

Research findings along with recommendations for change in Federal law and policy that would protect and strengthen the tribal right of self government constitute the final report of the Tribal Government Task Force. From the range of issues and problems identified in the task force effort emerged six basic subject areas around which this final report is structured. The first four chapters describe from differing perspectives the relationship of Indian tribes to the Federal Government. They discuss (1) the relationship between the Bureau of Indian Affairs and the tribes as governments, (2) the nature and extent of the governmental responsibility possessed by Indian tribes and the statutory obstacles to the exercise of tribal self government powers, (3) the specific needs tribes have expressed for resources and technical assistance to support the basic function of government, and (4) the domestic assistance programs and problems in eligibility, delivery systems and program requirements that constitute obstacles to full tribal participation. The final three chapters deal with land consolidation and acquisition, special problems of small tribes, and the task force's analysis of tribal government accountability. (DS)

ED 187 507

RC 012 072

Quezada, Manuela L., Comp. Chabran, Richard, Comp.

So You Need Information About Mexican Americans? Let ERIC Help!

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Contract-400-78-0023

Note-50p.; Contains some small print.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 ($6.25, Stock No. EC-082)

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Bases, Data Collection, Information Dissemination, Information Networks, *Information Retrieval, *Information Sources, *Mexican Americans, Online Systems, Reference Materials, Research Skills, *Research Tools, *Search Strategies, Subject Index Terms, Thesauri, User Satisfaction (Information)

Identifiers-*ERIC, ERIC Clearinghouse Rural Education Small Schools

The guide is intended to explain and demonstrate by example how to use the Educational Resources Information Center (ERIC) system, especially to find information pertaining to Mexican Americans. An overview of ERIC and ERIC/CRESS (ERIC Clearinghouse on Rural Education and Small Schools) is given, noting definitions, potential users, types of materials included in the system, and how the system works. There is an explanation of how to use three ERIC reference tools: Resources in Education'', Current Index to Journals in Education'', and the Thesaurus of ERIC Descriptors''. A step-by-step explanation of how to search the ERIC information system includes answers to frequently asked questions. The guide includes a list of descriptors and identifiers most often used to find information related to Mexican Americans, as well as a list of ERIC abbreviations, a glossary of ERIC vocabulary, a list of ERIC clearinghouses and their scopes, and ordering information. An alphabetical list of distributors and/or manufacturers of microfiche readers and microfiche reader-printers is included. (SB)

ED 187 508 RC 012 073

Schneider, Barbara L.
America's Small Schools.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-400-78-0023
Note-53p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 ($6.00, Stock No. EC-085)
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Curriculum Enrichment, Differences, *Educational Finance, *Educational Quality, Elementary Secondary Education, Enrollment, Financial Support, Nontraditional Education, Parochial Schools, Private Schools, Rural Schools, *School Size, *Small Schools, *Student Teacher Relationship

Dissatisfaction with the quality of education in large elementary and secondary schools has been one of the factors leading to rediscovery of the small school in America. The question is whether small schools are truly better places for educating elementary and secondary students. Although often viewed as being essentially rural in nature, small schools are found in metropolitan areas as well and may include religious schools, prep schools, American Indian schools, and alternative schools. Student enrollment, geographical location, organizational type and funding sources are all factors that must be considered in the study of small schools and their effectiveness. Small schools are often accused of being less efficient than large schools due to their inability to: make quantity purchases, distribute administrative costs, and provide specialized programs. However, a number of studies indicate the following benefits: (1) small school size has a positive influence on student achievement; (2) students of small schools assume more responsible and important positions within a wider range of activities than do their large school counterparts; and (3) there is greater opportunity for interaction, communication, and individual attention afforded small school students and teachers. (DS)

ED 187 509 RC 012 074

Stark, Greg And Others

Annotated Bibliography of Recent Research on Chicanos and Latinos in Minnesota.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

Report No.-CURA-80-1

Pub Date-80

Note-50p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Annotated Bibliographies, Bilingual Education, Demography, Employment Opportunities, Housing, Information Sources, *Latin Americans, *Mexican Americans, Migrant Problems, Migrant Workers, *Needs Assessment, Program Evaluation, *Quality of Life, *Socioeconomic Status, Spanish Speaking

Identifiers-*Chicanos, *Minnesota

The partially annotated bibliography provides an overview of recent literature (1971-79) and data sources regarding the needs and conditions of Chicanos and Latinos living in Minnesota. The research cited generally appears to be directed either to state and local decision makers or to service providers and focuses on socio-economic conditions, housing, employment, accessibility of education and social services, problems of migrant workers, and the language barrier. The bibliography is divided into five sections. Section 1 includes 12 citations for general studies that make policy recommendations or discuss issues. Section 2 includes five studies specifically related to migrant workers. The third section, Data Sources and Descriptive Studies, contains 21 citations for studies of demographics; socio-cultural, pyschological, economic, and historical research; and community resource listings. Section 4 contains 11 listings of specific program studies, such as social service evaluations and needs assessments. Nine studies pending or in progress are noted in Section 5. Each citation includes author, title, publication data, and source information. Lengthy annotations are included for 20 of the 58 citations. The bibliography will be updated periodically. (SB)

ED 187 510 RC 012 076

Carlin, Thomas A. And Others

Aspects of Welfare and Poverty in Rural America: Two Issue Briefs.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Pub Date-Nov 79
Note-22p.
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Definitions, Employment Opportunities, Farmers, *Federal Legislation, *Government Role, Job Training, Poverty, *Poverty Programs, *Rural Population, *Rural Urban Differences, Welfare Services
Identifiers-Aid to Families with Dependent Children, *Farm Differential, *Welfare Reform Legislation, Work and Training Opportunities Act

The two papers in this document were prepared in response to requests by the Department of Agriculture and the White House staff for briefs on welfare and poverty issues. The first paper, The Administration's Welfare Reform Proposal: Impact on Rural Areas'' by Robert Hoppe, discusses major provisions of (1) the proposed Welfare Reform Amendment (H.R. 4904) which would attempt to standardize Aid to Families with Dependent Children (AFDC) Program and make it more consistent from state to state and (2) the Work and Training Opportunities Act (H.R. 4425) which would increase employment opportunities for people eligible for AFDC. The brief concludes that most of the proposal's provisions appear beneficial to rural people. The second paper, The Farm Differentiation in the Poverty Threshold: Should It Be Changed?'' is by Thomas A. Carline, Linda M. Ghelfi, and Janet W. Coffin. It presents a short history of changes in the farm differential since 1964 along with three arguments for its complete elimination from the official poverty definition. Among the implications discussed are the impact elimination of the farm differential would have on programs and statistics, the broad-based support for eliminating the differential, and the impact of in-kind income (food stamps, housing, Medicare and Medicaid) on urban and rural poverty. (DS)

ED 187 511 RC 012 079

Friedland, William H. Kappel, Tim

Production or Perish: Changing the Inequities of Agricultural Research Priorities.

California Univ., Santa Cruz.

Pub Date-79

Note-46p.

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agricultural Education, *Agricultural Production, *Agriculture, *Change Strategies, Energy, Food, Improvement, Income, Institutional Research, *Institutional Role, *Land Grant Universities, Policy Formation, *Research Needs, Research Utilization, Rural Extension, State Legislation

Identifiers-*University of California Santa Cruz

Because of the decline of farm population and family farms, the increase in energy-intensivity, and concentration process in agriculture, a rising tide of criticism has focused on the land grant system and its role in encouraging scientific applications supporting these trends. A study was conducted to develop a strategy that would change agricultural research priorities at the University of California and yet remain within the existing network of agricultural organizations, the United States Department of Agriculture, and the land grant complex of colleges. The strategy that emerged included a number of specific goals, including (1) reducing the energy consumption in agriculture, (2) halting the decline in the number of farms, (3) supporting self-production of food, (4) equalizing income within the agricultural producing sector, (5) reducing chemical applications in agriculture, (6) holding food quality constant or improving it, (7) holding food prices constant, and (8) limiting further concentration in agricultural production. Key elements of this strategy include prioritizing social and research goals, providing the appropriate agency with time to generate research to fulfill these goals, and attaching limited but distinctive penalties to the failure to develop research trajectories in keeping with the goals. This document also presents a procedure for assessing the research contribution through social impact assessment and examines the difficulties of developing change strategies. (Author/DS)

ED 187 512 RC 012 096

Conrad, Judi, Comp.

Directory of Selected State Outdoor Education Programs: State Responses to a 1979 Query Conducted by the Council on Outdoor Education/AAHPERD.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Safari Club International Conservation Fund, Tucson, Ariz.

Pub Date-Mar 80

Contract-400-78-0023

Note-325p.; Some print may be marginally legible.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 ($8.75, Stock No. EC-087)

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Curriculum, *Elementary Secondary Education, *National Surveys, *Outdoor Education, *Program Descriptions, Program Evaluation, Resident Camp Programs, *Tables (Data)

Nearly 1200 on-going outdoor education programs, projects, and/or curricula in U.S. elementary and secondary schools are listed and annotated in this 1979 directory, the result of a national survey sponsored by the Council on Outdoor Education within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). Following a brief introduction describing the purpose, method, and funding of the survey, results for each survey item are presented in tabular form. A state-by-state comparison of responses is included. Listings of outdoor education activity in 16 states are then organized alphabetically by location within each state. For each listing the name and address of the school or school district are given along with the name of the program's contact person. The annotation describes grade level involvement, program emphasis, disciplines involved, physical activity emphasis, resources outside the classroom, classes conducted outside the classroom, the program itself, program evaluation, and accompanying resident program, if any. Names and addresses only are listed for outdoor education programs in the state of California. Finally there is a list of the names and addresses of approximately 350 resident programs in 34 states and Washington, D.C. (SB)

SE

ED 187 513 SE 027 856

Alden, John D. And Others

Financial Aid Needs of Undergraduate Minority Engineering Students in the 1980's.

Spons Agency-National Academy of Sciences-National Research Council, Washington, D.C. Committee on Minorities in Engineering; National Fund for Minority Engineering Students, New York, N.Y.

Pub Date-Dec 78

Note-35p.

Available from-National Fund for Minority Engineering Students, 220 East 42nd St., Suite 3105, New York, NY 10017 (no price quoted).

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Engineering, *Engineering Education, Financial Needs, *Higher Education, *Minority Groups, *Student Financial Aid, *Surveys

Presented is a report of a study to determine what financial aid resources are needed over the next 12 years to make it possible for qualified minority students (in numbers proportionate to the minority members of comparable ages in the United States) to afford an engineering education at four-year accredited engineering schools. In addition to a summary of the study and recommendations based on data gathered, the report contains numerous charts and tables. A list of references is included, as is a list of committee members and organizations which sponsored the study. (PB)

ED 187 514 SE 029 430

Kuhnle, Carl J., Jr.

Development and Implementation of Training Curriculum/Program in Solar Heating and Cooling at the Technician Level, December 1, 1976 - November 30, 1977. Final Report.

Texas State Technical Inst., Waco.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Nov 77

Note-214p.

Available from-Southern Region Nuclear and Energy Training Center, Texas State Technical Institute, Waco, TX 76705 (no price quoted).

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Curriculum Development, *Energy, Energy Conservation, Environment, Fuel Consumption, *Science Education, *Solar Radiation, *Technical Education, Vocational Schools

Identifiers-*Energy Education

The program proposal is designed to address the increasing demand for trained personnel to support the installation and maintenance of solar energy systems at residential and commercial sites. The three main objectives of the proposed program are: (1) to develop a flexible curricula to train a solar heating and cooling workforce; (2) to identify and design the facets of a training program to train this workforce; and (3) to foster implementation of the technology and validate curricula through provision of seminars, workshops, short courses, and public information releases. (Author)

ED 187 515 SE 029 686

Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education. Fifth Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Contract-400-78-0004

Note-854p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($16.00).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF05/PC35 Plus Postage.

Descriptors-Class Activities, *Curriculum Development, Educational Planning, *Elementary Secondary Education, *Environmental Education, *Higher Education, Information Dissemination, *Instructional Materials, *Program Descriptions, State Programs

Presented are more than 284 summaries of environmental education programs being implemented within school systems and institutions of higher education. Programs are listed state-by-state. Each project or program contains information categorized under such entries as: (1) coordinator and address; (2) history of the project; (3) objectives; (4) materials; (5) implementation; (6) teacher preparation; and (7) summary of activities to date. Also included in the appendices are sections containing a copy of the questionnaire used to solicit project descriptions, and the names of state coordinators providing recommendations of projects included in the directory. (RE)

Williams, Frederick D.

Water Pollution Control Training: The Educational Role of the United States Environmental Protection Agency.

Pub Date-79

Note-217p.; Ed.D. Dissertation, University of Cincinnati. Appendixes are marginally legible.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Educational Needs, *Educational Research, Instructional Improvement, Instructional Materials, Needs Assessment, Paraprofessional Personnel, *Postsecondary Education, *Program Improvement, Science Curriculum, Science Education, Science Instruction, Surveys, Technical Education, *Training, *Water Pollution

Identifiers-*Waste Water Treatment, *Water Treatment

Presented are the results of a study to determine the perceived needs of environmental control education programs as seen by students, instructors, deans or program directors, and field-related employers in the field of water pollution control. Data were collected utilizing three approaches: survey instruments, information from Water Quality Instructors' Workshops, and on-site conference visitations to selected educational institutions. Perceived differences of the four groups to the needs of water pollution control training programs are detailed. Recommendations are included. (BT)

ED 187 517 SE 030 367

Marine Science Syllabus for Secondary Schools. Report of an IOC Workshop on the Preparation of a Marine Science Syllabus for Secondary Schools. Unesco Reports in Marine Science, 5.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date-79

Note-45p.; Workshop held at the United World College of the Atlantic, United Kingdom, June 5-9, 1978.

Available from-Unipub, 345 Park Avenue South, New York, NY 10010 (no price quoted).

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Course Descriptions, *Curriculum Development, Developed Nations, Developing Nations, Earth Science, *Ecology, Environmental Education, *Global Approach, Guidelines, Interdisciplinary Approach, Marine Biology, *Oceanography, *Science Education, *Science Instruction, *Secondary Education

Presented is a syllabus for introducing oceanography and the marine environment into the secondary school curricula of all IOC Member States, whether developed or developing. The main purpose of the syllabus is to promote an understanding of oceanography and the marine environment. The syllabus is action- and output-oriented, as well as comprehensive and multidisciplinary in approach. The topics take into

consideration the varying conditions derived from geographical, cultural, social, and economic differences among the Member States. Included are: Man and the Sea; The Marine Environment; Energy and the Sea in Motion; Marine Ecosystems; Living Marine Resources - Use and Conservation; Non-living Marine Resources; Study of a Local Marine Problem; and Marine Pollution. Aims and objectives, a description of course content, methods, and resources needed are considered. (BT)

ED 187 518 SE 030 374

Allen, Frank B. And Others

Matematica Para La Escuela Secundaria: Geometria (Parte 1). Traduccion Preliminar de la Edicion Inglesa Revisada. (Mathematics for High School: Geometry, Part 1. Preliminary Translation of the Revised English Edition).

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-368p.; For related document in Spanish, see SE 030 375.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Bilingual Education, *Geometry, *Instructional Materials, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG mathematics text for high school students. Topics include plane geometry, real numbers, triangles and angles, congruence, construction, parallel lines, perpendicular lines, and parallelograms. The text is written in Spanish. (RH)

ED 187 519 SE 030 375

Allen, Frank B. And Others

Matematica Para La Escuela Secundaria: Geometria (Parte 2). Traduccion Preliminar de la Edicion Inglesa Revisada. (Mathematics for High School: Geometry, Part 2. Preliminary Translation of the Revised English Edition).

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-411p.; For related document in Spanish, see SE 030 374.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Bilingual Education, *Geometry, *Instructional Materials, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG mathematics text for high school students. Chapter topics include: (1) perpendicular lines and planes in space; (2) parallel lines in a plane; (3) parallel lines in space; (4) areas of polygonal regions: (5) similarity; (6) circles and spheres; (7) constructions; (8) the area of a circle and related topics; and (9) plane coordinate geometry. This text is written in Spanish. (RH)

ED 187 520 SE 030 548

Sterling, S. R., Comp.

Environmental Education in Theory and Practice: An Annotated Bibliography.

Council for Environmental Education, London (England).

Pub Date-80

Note-13p.

Available from-Council for Environmental Education, School of Education, University of Reading, London Road, Reading, England RG1 5AQ (40p).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Annotated Bibliographies, *Curriculum Development, *Educational Research, *Educational Theories, Environment, *Environmental Education, International Studies, Literature Reviews

Presented are annotations of documents dealing with environmental education collected from the international literature. This document is intended for use by those interested in environmental education curriculum development. It is divided into three parts: (1) theory, (2) practice, and (3) an appendix of addresses, periodicals list, and a list of directories of interest to the environmental educator. (RE)

ED 187 521 SE 030 563

Crawley, Frank E. dos Santos Silva, Maria Virginia

Development of a Decision-Making Model for Designing a Methods Course for Prospective Secondary Science Teachers: A Delphi Study.

Pub Date-Apr 80

Note-9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980). Table 1 marginally legible.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, *Educational Research, Higher Education, *Methods Courses, Models, *Preservice Teacher Education, Professors, *Science Education, *Science Teachers, Teacher Educators

Presented are the results of a Delphi study designed to determine the objectives of secondary science methods courses and the concerns of the professors who plan them. The results present, in the order of importance, the three following concerns: (1) planning one or more science lessons, (2) constructing a classroom evaluation scheme, and (3) designing remedial activities for students who lack prerequisite skills for a given set of objectives. Implications and applications of the information are discussed. (Author/SA)

ED 187 522 SE 030 591

Publication List - New York State Museum.

New York State Education Dept., Albany. Cultural Education Center.; New York State Museum, Albany.
Pub Date-Sep 79
Note-21p.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, Biological Sciences, *Citations (References), College Science, Elementary School Science, *Elementary Secondary Education, Geology, Higher Education, Instructional Materials, *Reference Materials, Resource Materials, Science Instruction, *Science Materials, Sciences, Secondary School Science, *State Programs

Presented is a list of publications in six areas: (1) Anthropology and Archeology, (2) Botany, (3) Entomology, (4) Zoology, (5) Geology and Paleontology, and (6) Miscellaneous. This list was produced by the New York State Department of Education in cooperation with the New York State Museum. The list includes the publication number, author(s), title, and price of each publication. (HM)

ED 187 523 SE 030 593

Syllabus for Training Marine Technicians. Report of an IOC/Unesco Workshop on the Preparation of a Syllabus for Training Marine Technicians. Unesco Reports in Marine Science, 4.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date-79

Note-49p.; Workshop held at the Atlantic Oceanographic and Meteorological Laboratories, National Oceanic and Atmospheric Administration (Miami, FL, May 22-26, 1978). Not available in hard copy due to copyright restrictions.

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developing Nations, Global Approach, *Guidelines, Interdisciplinary Approach, *Oceanography, *Paraprofessional Personnel, *Postsecondary Education, *Program Development, Skill Development, *Technical Education, Training

Presented are guidelines for the preparation of a program syllabus for the training, development, and production of marine technicians to satisfy the needs of developing countries for this type of personnel. The proposed syllabus is action-oriented and stresses a combination of practical or laboratory work with theoretical, classroom discussion. Local training of marine technicians is stressed using available resources to the maximum degree, including instructors. Topics include preparation of course outlines, time frame considerations, staff and teaching facilities, and guidelines for the establishment of a training program. (BT)

ED 187 524 SE 030 604

Greatest Increase in 1978 Industrial R&D Expenditures Provided by 14% Rise in Companies' Own Funds. Science Resources Studies Highlights, February 28, 1980.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-80-300

Pub Date-28 Feb 80

Note-6p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Expenditures, Financial Support, *Government Role, *Industry, *Research, Sciences, *Scientific Research, Technological Advancement, Technology

The data presented in this report come from the Bureau of the Census in the annual Survey of Industrial Research and Development. Information includes: (1) R&D expenditures by U.S. firms rose 12% between 1977 and 1978 to a total of $33.4 billion; (2) the increases in U.S. industrial R&D activity reflected in R&D funding were confirmed in employment data which showed an increase of 6% in the full-time-equivalents (FTE) of industrial scientists and engineers engaged in research and development; (3) company-funded R&D, when related to net sales, has shown a high degree of stability over time; and (4) there has been an 18% annual rise in industrial R&D expenditures for energy. (SA)

Doctoral Institutions Report 6% Real Increase in R&D Expenditures in FY 1978. Science Resources Studies Highlights, March 3, 1980.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-80-301

Pub Date-3 Mar 80

Note-5p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Doctoral Programs, Engineering, *Expenditures, Federal Government, Federal State Relationship, *Financial Support, Government Role, *Higher Education, Industry, *Research, Sciences, Scientific Research, Universities

This report contains the findings of the National Science Foundation (NSF) Survey of Scientific and Engineering Expenditures at Universities and Colleges, in Fiscal Year (FY) 1978. Results of a survey are reported from 320 academic institutions with doctoral programs in the sciences and/or engineering. Estimates made by NSF staff for nonrespondents represent 4% of the total academic R&D spending at doctoral universities. The 1972 constant dollars are based on the gross national product (GNP) implicit price deflator. (Author)

ED 187 526 SE 030 606

Employment of Scientists and Engineers Increased Between 1976 and 1978 but Declined in Some Science Fields. Science Resources Studies Highlights, March 19, 1980.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-80-305

Pub Date-19 Mar 80

Note-8p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Employed Women, *Employment Patterns, *Engineers, Minority Groups, Occupational Surveys, Professional Personnel, *Science Careers, Sciences, Scientific Personnel, Scientific Research, *Scientists

The data presented in this report are estimates based on information produced by the National Science Foundation (NSF) Scientific and Technical Personnel Characteristics System (STPCS) and other systems of the Foundation, other government agencies and private organizations. Information includes: (1) the U.S. science/engineering force grew by 2% during 1976-78 as contrasted with a 7% growth between 1974 and 1976; (2) the number of employed scientists and engineers grew by 4% over the 2-year period; (3) the fields of chemistry, physics, and earth science showed declines in the number of employees, ranging from 5% to 10%; (4) the fields of computer science and psychology had very high growth rates (over 20%) between 1976-78; (5) the proportion of women scientists and engineers increased; and (6) the number of minority scientists/engineers increased by 10% between 1976-78. (SA)

ED 187 527 SE 030 634

Federal Obligations to Universities and Colleges Continued Real Growth in FY 1978. Science Resources Studies Highlights, February 20, 1980.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-80-303

Pub Date-20 Feb 80

Note-6p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Federal Government, Federal Programs, Federal State Relationship, *Financial Support, Government Role, Grants, *Higher Education, *Research, Research Needs, *Science Education, Sciences

Developments in federal funding to individual colleges and universities are presented. Information included is: (1) Federal R&D funding principally accounted for the 15% increase in total Federal obligations to universities and colleges in 1978; (2) A sharp rise of 15% occurred as the National Institutes of Health (NIH) increased its R&D allocations to academic institutions by 14%, accounting for more than two-fifths of the total growth in Federal academic R&D funding in 1978; and (3) Between 1975 and 1978, total Federal academic obligations increased an average of 11% per year in constant dollars compared to a 5% annual increase between 1963 and 1975. (Author/SA)

Yuen, Christopher

Improving Access to Master's Theses in Environmental Education.

Pub Date-Jul 79
Note-97p.; M.S. Dissertation, State University of New York. Appendix VI - Recent Master's Thesis Work in Environmental Education and Communications - removed due to copyright restrictions.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Abstracts, *Communications, *Educational Research, *Environmental Education, *Higher Education, *Information Dissemination, Masters Theses, Networks, Research Utilization, *Surveys

Described is a project to obtain and disseminate research which resulted in the compilation of 61 abstracts of master's theses in environmental education and communication. Environmental educators were surveyed to determine their use of various informational tools available to them and the usefulness of the compilation of abstracts. Authors of master's theses in environmental education were questioned to find formal and informal patterns of distribution of their studies. (BT)

Trueblood, Cecil R. Szabo, Michael
Project IMPACT, an Overview on Preservice and Inservice Teachers and Administrators.
Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Educational Research, Elementary Secondary Education, *Inservice Teacher Education, Measurement, *Metric System, *Preservice Teacher Education, Research Projects, *Research Reports, Science Education

The major and current findings of Project IMPACT are summarized in this report on the status of metric education at the elementary, secondary, inservice teacher, and preservice teacher levels. Each of the following major components in metric education are discussed: metric knowledge, measurement skill, estimation skill, attitudes toward changeover, curriculum development, instructional strategies and materials, and monitoring the move to metrics in departments of education. (CS)

ED 187 530 SE 030 721

Kammer, Ann E. And Others
Science, Sex, and Society.
Kansas State Univ., Manhattan.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-573p.; Not available in hard copy due to copyright restrictions.
Available from-EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160 ($10.50; Make checks payable to the Education Development Center).

Pub Type- Books (010) - Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available From EDRS.
Descriptors-Career Awareness, *Career Counseling, Educational Resources, Employed Women, *Females, Higher Education, *Science Careers, Science Education, Science History, *Scientists, Secondary Education, Sex Role, *Sex Stereotypes, Womens Education

This manual is a compilation of articles about women who pursue careers in science and the multiple sources and forms of discouragement they encounter. It is intended as a guide when developing courses that explore career opportunities and pressures for women in science and a resource in understanding the interaction between science, society, and individuals. Those who would find this manual useful would be postsecondary and secondary faculty and students of science, social science, and mathematics; career counseling personnel; and preservice and inservice teachers. An appendix provides references, career counseling information, and extensive resources for developing an introductory college course to encourage women to enter science fields. (Author/SA)

ED 187 531 SE 030 729

Robitaille, David F. And Others
Mathematics Achievement Test Project. Technical Manual.
British Columbia Dept. of Education, Victoria.
Pub Date-Feb 80
Note-57p.; Contains occasional heavy, blurred print.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Achievement Tests, Criterion Referenced Tests, *Diagnostic Tests, Educational Diagnosis, Elementary Secondary Education, *Item Banks, *Mathematics Education, Test Construction, Testing Programs, *Test Items, Tests

The Mathematics Achievement Test Project (MATP) was set up by the Learning Assessment Branch of the Ministry of Education of British Columbia to develop testing materials to assist teachers throughout the province in the task of evaluating students' performance in mathematics. The two major objectives of the project were to construct banks'' of test items referenced to the curriculum guide for mathematics (1978 edition) in grades 3, 7, and 10 and use these items to construct tests which could be used either as achievement measures or diagnostic tests. Chapter 1 of this document discusses the strand test concept and the administration and scoring of the strand tests. Chapter 2 describes the development of the items. Chapter 3 describes statistical procedures. The appendices include lists of the MAPT strands and the item writers. (Author/MK)

ED 187 532 SE 030 744

Yeany, Russell H. And Others

Interactive Instructional Video-Tapes, Scholastic Aptitude, Cognitive Development and Locus of Control as Variables Influencing Science Achievement.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aptitude Treatment Interaction, Biology, Cognitive Development, College Science, Educational Research, *Genetics, Higher Education, *Individual Instruction, Locus of Control, *Problem Solving, Research Reports, Science Education, *Science Instruction, *Videotape Recordings

Results are reported of a study that: (1) examined the relationships between university students' entry characteristics and achievement in biological science; and (2) assessed the effectiveness of interactive instructional video-tapes in improving science achievement. Among the variables examined as likely to predict achievement were scholastic aptitude, cognitive development, and locus of control. College biology students were assigned randomly to the experimental or control group. The experimental treatment was conducted during a genetics unit and consisted of video-tape instruction where students independently used a guided problem-solving manual while viewing the tape. The comparison group attended lecture and lab sessions but did not view the interactive tape. Results indicate that the instructional interactive video-tapes did significantly and positively influence achievement on the genetics concepts. Entry variables also proved to be significant predictors of success on all achievement measures; these and other findings are discussed in detail. (CS)

ED 187 533 SE 030 745

Yeany, Russell H. Miller, P. Ann

The Effects of Diagnostic/Remedial Instruction on Science Learning: A Meta-Analysis.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Diagnostic Teaching, Educational Research, Higher Education, Literature Reviews, *Research Reports, Science Education, Science Instruction, Secondary Education, *Statistical Analysis

Identifiers-*Meta Analysis

Experimental studies based on diagnostic prescriptive instruction, as it affects science achievement of college, high school, and middle school students, were analyzed statistically by the procedure of meta-analysis to determine the effectiveness of this instructional treatment. Effect size'' was calculated on each of 30 dependent variables. Data were organized by categorizing all treatments into one of three types: (1) Control, no diagnosis and no prescription; (2) Treatment I, diagnosis and no prescription; and (3) Treatment II, diagnosis and prescription or remediation. This yielded a total of 21 Treatment I and 32 Treatment II effect sizes. A mean effect size was then calculated for each treatment. Results of meta-analysis indicate that diagnostic prescriptive instruction significantly and positively influences science achievement. However, there is no clear indication that the use of prescription or remediation in addition to diagnosis brings about a significant increase in achievement. (Author/CS)

ED 187 534 SE 030 746

Benson, Jean S. Yeany, Russell H.

Generalizability of Diagnostic-Prescriptive Teaching Strategies across Student Locus of Control and Multiple Instructional Units.

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biology, College Science, *Diagnostic Teaching, *Educational Research, Elementary School Teachers, Genetics, Higher Education, Locus of Control, *Preservice Teacher Education, Research Reports, Science Education, *Science Instruction

Reported is a study that explores the effect on student achievement of diagnostic-prescriptive instructional strategies on preservice elementary education majors (N 43) enrolled in an introductory biology course. Factors of pre-treatment achievement and locus of control were analyzed as well. Units on Mendelian genetics, modern genetics, and evolution were taught to two randomly chosen groups of students. Treatments were identical for the two groups except for the diagnostic-prescriptive materials being tested. Data analysis indicates that achievement increased as students in the diagnostic-prescriptive treatment completed the three units and a final examination. Locus of control was shown to be of minimal importance in determining student achievement. (CS)

ED 187 535 SE 030 752

Jolly, P. W.

The Importance of the Health Education Role of the Environmentally Qualified Person: A Definition by Behavioural Learning Objectives.

Pub Date-Jun 77
Note-119p.; Ph.D. Dissertation. Contains occasional light and broken type.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, Career Development, *Cooperative Programs, *Curriculum Development, Doctoral Dissertations, *Environmental Education, *Health Education, *Program Development, Speech Communication

Presented is a dissertation that demonstrates the importance of health education in the satisfactory accomplishment of the tasks of an Environmental Health Officer (EHO) or others similarly engaged in the same field. The rationale supporting the argument for the inclusion of a course of health education in the training program of environmentally qualified persons is developed, together with an outline of some of the theories of communication, the communication of innovations, and the socio-behavioral determinants of compliance with health recommendations. A systems approach to a health education program and to a program of learning is also presented. The main body of the dissertation analyzes the tasks of an EHO in health education as integrated within his general duties, and develops, in the form of learning objectives, what the EHO should know in order to be able to carry out these tasks satisfactorily in the field. The learning objectives would form the basis for the course curriculum in question. (Author/CS)

ED 187 536 SE 030 762

Butzow, John W. Yvon, Bernard R.

Final Program Report of the Metric Leader Training Project for Maine.

Maine Univ., Orono. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No.-561-AH-70065

Pub Date-78

Grant-G007700833

Note-69p.; For related document, see SE 030 763. Contains marginal legibility in Exhibits. Exhibits J, K, L, M, N, O, P removed due to copyright restrictions.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement, Attitudes, Higher Education, Inservice Teacher Education, *Leadership Training, *Mathematics Education, Measurement, *Metric System, *Research, *Student Projects, *Teaching Methods, Workshops

This report lists the accomplishments of a metric leader training project, which include production of a training manual and a series of workshops. Major events and activities are also listed. The evaluation report includes summaries of biographic data and profiles of participants in training, data on cognitive and affective dimensions of trainees, evaluations of training sessions, and percepttions of trainees about training sessions conducted by them after the formal training of the project. A wide variety of exhibits is also included. (MK)

ED 187 537 SE 030 763

Butzow, John W. Yvon, Bernard R.

Workshop Outline and Training Materials for Adult Learners Developed During the Metric Leader Training Project for Maine.

Maine Univ., Orono. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-156p.; For related document, see SE 030 762. Not available in hard copy due to marginal legibility of original document. Newspaper clippings removed due to copyright restrictions.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, Attitudes, *Guides, Higher Education, Inservice Teacher Education, *Leadership Training, *Mathematics Education, Mathematics Instruction, Mathematics Materials, Measurement, *Metric System, *Student Projects, *Teaching Methods, Worksheets, Workshops

Outlines of five sessions of the Metric Leader Training Project for Maine are included in this publication. Topics are: (1) Introduction - Length - Temperature; (2) Volume/Capacity - Mass/Weight; (3) Metric Advocacy - Length - Area - Temperature; (4) Metric Education Resources; and (5) Metric Education Planning - Metric Olympics - Final Evaluation. The report also contains the workshop schedule and samples of forms included in the Bibliographic Data Questionnaire, Metric Questionnaire, a quiz, a homework assignment sheet, and evaluation forms. A series of suggested activities are outlined, relevant newspaper articles are included, and a resource list is given. (MK)

ED 187 538 SE 030 765

Maggi, Gayle J. B.
Metric System Unit.
ABC Unified School District, Cerritos, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80

Grant-G007902352
Note-89p.; Contains light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Activities, Elementary Secondary Education, *Lesson Plans, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Measurement, *Metric System, *Worksheets

Thirty-six lessons for introducing the metric system are outlined. Appropriate grade level is not specified. The metric lessons suggested include 13 lessons on length, 7 lessons on mass, 11 lessons on capacity, and 5 lessons on temperature. Each lesson includes a list of needed materials, a statement of the lesson purpose, and suggested activities. Worksheets are also provided. (MK)

ED 187 539 SE 030 767

Szabo, Michael Kongsasana, Prasit

Metric Attitude and Achievement of Preservice Elementary Teachers as a Function of Three Instructional Approaches.

Pub Date-Apr 80

Note-8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, Attitude Measures, *Educational Research, Higher Education, *Mathematics Education, Measurement, Methods Courses, *Metric System, Research, *Student Attitudes, *Teacher Education

The purposes of this study were to determine if preservice elementary teachers' attitude toward the metric system can be improved by completing metric units of instruction embedded in a methods course, and to investigate relationships among three types of training, attitude, and learning. The sample was comprised of 126 students in an undergraduate methods course at the Pennsylvania State University. Students were randomly assigned to one of three treatment groups and each took a knowledge and attitude pretest. After the students completed the metric instruction modules, they were posttested on knowledge and attitude. There was a significant attitude gain for all who received instruction. Several conclusions and suggestions for further research are given. (Author/NK)

ED 187 540 SE 030 768

Feghali, Issa

The Relationship between Volume Conservation and the Learning of a Volume Algorithm for a Cuboid.

Pub Date-Apr 80
Note-26p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algorithms, *Cognitive Development, *Conservation (Concept), *Educational Research, Elementary Education, *Elementary School Mathematics, Grade 6, Mathematics Curriculum, *Mathematics Instruction, Measurement, *Research
Identifiers-*Volume (Mathematics)

This study investigated the relationship between the level of conservation of displaced volume and the degree to which sixth graders learn the volume algorithm of a cuboid, i.e., volume length x width x height (v l x w x h). The problem is a consequence of an apparent discrepancy between the present school programs and the theory of Piaget concerning the time to introduce the volume algorithm. Data showed that sixth graders could apply the algorithm to computation and comprehension questions regardless of their volume conservation level. There was also an improvement of students' conservation levels regardless of their volume achievement scores or their treatments. (Author/MK)

ED 187 541 SE 030 769

Goetz, Elizabeth M.
Math Experiences for Preschool Children: Games and Cuisenaire Rods.
Pub Date-Nov 79
Note-11p.; Paper presented at the National Association for the Education of Young Children Conference (Atlanta, GA, November, 1979). Contains occasional broken type.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, *Drills (Practice), Educational Games, *Games, *Manipulative Materials, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Preschool Curriculum, *Preschool Education
Identifiers-*Cuisenaire Materials

Acquisition of the basic concepts of mathematics such as matching, number and counting, sets and classifying, comparing, measuring, shape, space, and parts and wholes, may be followed by two types of activities. First, the child may subsequently be presented activities that allow for practice and generalization of those acquired concepts. Secondly, the child may be presented activities that extend the use of basic concepts into more advanced learning situations. Games provide practice and generalization. Cuisenaire rods may provide higher level mathematical experiences appropriate for preschool children. This document provides 7 guidelines for the selection and use of games with very young children. In addition, a brief explanation is given for addition, subtraction, multiplication, and division using Cuisenaire rods; this is preceded by an explanation of building a staircase with the rods. (Author/MK)

ED 187 542 SE 030 770

Hector, Judith H.

The Effects of Calculator versus Conventional Algorithms for Fractions on Community College Student Computation, Understanding, and Attitude Scores.

Pub Date-Apr 80

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Algorithms, *Calculators, Computation, *Educational Research, *Fractions, Higher Education, *Mathematics Education, *Mathematics Instruction, Rational Numbers, *Research, Student Attitudes

Three different methods of teaching fraction computation were compared using community college student scores on measures of fraction computation, fraction understanding, and attitude towards mathematics. One method used conventional algorithms; the second, a control for the effect of using a calculator, used conventional algorithms and calculators; the third used calculator-based algorithms. Differences between methods on the three dependent variables were not statistically different. Pretest to posttest differences were significant for all groups with fraction computation scores making the largest contribution to the increase in scores. (Author/MK)

ED 187 543 SE 030 868

The Second Assessment of Mathematics, 1977-78, Released Exercise Set.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-OEC-0-74-0506
Note-366p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Assessment, Elementary Secondary Education, *Mathematics Education, National Competency Tests, National Surveys, *Problem Sets, Test Construction, *Testing, *Test Items

The purpose of this released exercise set is to provide easy access to some exercises from the National Assessment of Educational Progress (NAEP) second mathematics assessment, conducted in 1977-78. Part 1 of the text explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of the attitudinal and experience questions for the 1977-78 mathematics assessment. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1977-78 mathematics assessment. Part 4 presents the classification scheme used to develop the released items used to measure changes in performance. Included are the exercises that were developed and assessed in the 1972-73 mathematics assessment and reused in the 1977-78 assessment. Part 5 contains two types of cross-reference tables. The remainder of the publication consists of copies of released exercises and documentation for each exercise. Attitudinal and experience exercises compose Appendix A, followed by cognitive exercises developed for the 1977-78 assessment, in Appendix B, and the exercises measuring changes from the 1972-73 assessment of mathematics in Appendix C. (Author/MK)

ED 187 544 SE 030 875

Vinskey, Mildred L.

How to Individualize Mathematics Successfully: With Materials for Implementation.

Pub Date-79

Note-230p.; Not available in hard copy due to copyright restrictions.

Available from-Carlton Press, Inc., 84 Fifth Avenue, New York, NY 10011 ($8.95 plus $0.60 postage); or Mildred L. Vinskey, Box 81, Hardwick, MA 01037 ($8.95 plus $0.60 postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Competency Based Education, Elementary School Mathematics, Elementary Secondary Education, *Individualized Instruction, Learning Modules, *Management Systems, *Mathematics Education, *Mathematics Instruction, *Teaching Methods

Presented is a method for individualizing mathematics which utilizes the Learning Activities Package'' (LAP). LAP is a self-contained unit based on specific behavioral objectives which contains a pretest, a posttest, examples, explanations, and activities. The topics covered include but are not limited to: multiplication and division by powers of ten, squaring a number, binary numeration, using proportion to solve percent problems, simple interest, deposit slips and checks, how to read your electric meter and check your electric bill, and solving simple equations. (MK)

ED 187 545 SE 030 876

Johnson, Willis N.

Perception Changes of Students Who Studied in a Field-Centered Methods Course for Teachers of Elementary School Mathematics and upon Completion of Student Teaching: A Follow-Up Study.

Pub Date-Feb 80

Note-18p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Evaluation, *Educational Research, Elementary School Teachers, Higher Education, *Mathematics Education, Mathematics Teachers, *Methods Courses, Research, *Student Attitudes, Student Teaching, Surveys, *Teacher Education

Prospective elementary teachers were surveyed at the conclusion of the course Methods and Materials for Teaching Elementary School Mathematics'' and one semester later at the end of their student teaching experience. The study attempted to determine if the goals and objectives of the course were met and to examine the recommended emphasis for the course based on the prospective teachers' experience and concerns in teaching mathematics to school children. Conclusions include: students' perceptions regarding their own capabilities and preparedness do not change drastically over a short period of time; and the perceptions of students tend to recommend that course emphasis be maintained. (MK)

ED 187 546 SE 030 877

Dockweiler, Clarence J.

Analysis of Cognitive and Attitudinal Changes in the Wheeling Metric Project.

Texas A and M Univ., College Station.

Pub Date-Feb 80

Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (3rd, San Antonio, TX, February 7-9, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Educational Research, Elementary Education, *Elementary School Mathematics, Experimental Programs, Mathematics Curriculum, Mathematics Instruction, *Measurement, *Metric System, Pilot Projects, *Program Evaluation, *Research, Student Attitudes, Teacher Attitudes

The research described is the result of an assessment in grades 4, 5, and 6 of a metric measurement pilot program for grades K-6 in Wheeling, Illinois. The development and administration of metric inventory and attitudinal instruments for teachers and students is described. The report presents four conclusions: (1) there was a significant growth in metric knowledge at all three grade levels; (2) there was a positive effect on the attitude of students toward the metric system; (3) there was no general effect on the students' attitudes toward mathematics; and (4) fourth-grade students had a greater entry knowledge of the objectives for their grade level than fifth- or sixth-grade students. Also included are five recommendations for continued research on and implementation of the program. (MK)

ED 187 547 SE 030 878

Evans, Richard C. Wixson, Eldwin A.

A K-12 Handbook of Inexpensive or Easy to Make Metric Measuring Materials With Suggestions for Classroom Use by Grade Level.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Grant-G007603978

Note-77p.; Prepared for the Northeastern States Metric Education Consortium. Not available in hard copy due to copyright restrictions.

Available from-E. A. Wixson, Mathematics Department, Plymouth State College, Plymouth, NH 03264 ($5.00 includes postage in U.S.; Discounts on quantity orders).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographies, Educational Games, Elementary Secondary Education, *Games, *Manipulative Materials, *Mathematics Education, Mathematics Instruction, *Mathematics Materials, *Measurement, *Metric System, Resource Materials

This handbook describes inexpensive or easy to make metric measuring materials for use by teachers of grades K-12. Materials for teaching length, area, volume, and temperature concepts are suggested. In addition, there is a chapter on games and aids and a bibliography which provides further references. The introduction includes some hints on teaching measurement. (MK)

ED 187 548 SE 030 879

Durio, Helen F. And Others

Mathematics Achievement Level Testing as a Predictor of Academic Performance and Retention in Engineering Students.

Pub Date- 79

Note-17p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, *Educational Research, Engineering, *Engineering Education, Higher Education, *Mathematics Education, *Predictor Variables, *Research, Retention (Psychology)

Scholastic aptitude, mathematics achievement, and high school rank were used as college entry predictors of achieveme[illegible] foundation engineering curriculum for 1,779 freshmen enrolling [illegible]eering at the University of Texas at Austin during the years 1974[illegible]. Achievement in the foundation engineering curriculum was measured by taking grade-point-averages from appropriate mathematics, physics, and engineering mechanics courses. The Mathematics Achievement Test proved to be the primary predictor of academic performance. Achievement in the foundation engineering courses was the best predictor of retention in engineering school, though first-year grade-point-average was nearly as efficient. (Author/MK)

ED 187 549 SE 030 889

Snyder, Rachel, Ed.

Reaching Up, Reaching Out: A Guide to Organizing Local Solar Events.

Solar Energy Research Inst., Golden, Colo.

Spons Agency-Department of Energy, Washington, D.C.

Report No.-SERI/SP-62-326

Pub Date- 80

Contract-EG-77-C-01-4042

Note-385p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 061-000-00345-2, $6.00).

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Community Education, Community Information Services, Community Involvement, *Energy, *Energy Conservation, *Information Dissemination, Natural Resources, *Nonformal Education, Public Policy, *Science Education, Solar Radiation, Technological Advancement

Identifiers-*Energy Education

This book is intended to guide the nonformal educator in organizing and implementing workshops, conferences, demonstrations, and other short-duration educational activities at the community level. The book is divided into three sections: (1) an events sampler, which presents 15 case studies of successful solar and energy conservation activities; (2) an organizing primer, which delineates the essentials of organizing community solar programs; and (3) an annotated guide to selected films, slides, and printed material covering 11 energy topic areas. (RE)

ED 187 550 SE 030 890

Hofman, Helenmarie H., Ed. Miller, F. Gene, Ed.

Second Annual Practitioners Conference on Energy Education. Proceedings.

National Science Teachers Association, Washington, D.C.

Pub Date-79

Note-94p.; Not available in hard copy due to copyright restrictions. Conference held at Rockford College (Rockford, IL, December 9-11, 1979).

Available from-Project for an Energy-Enriched Curriculum, National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 ($3.00 while supply lasts).

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Conferences, Curriculum Development, Elementary Secondary Education, Energy, *Energy Conservation, *Government Role, Higher Education, *Information Dissemination, Interdisciplinary Approach, Nonformal Education, *Public Policy, *Science Education, Technology

Identifiers-*Energy Education

Reported are the proceedings of a conference of practitioners of energy education including classroom teachers, curriculum experts, administrators, and representatives from industry and government. Participants worked in six groups to produce papers and recommendations. Topics addressed by each group included: (1) State-of-the-Art and Needs Assessment in Energy Education; (2) Dissemination, Implementation, and Evaluation; (3) Strategies and Need for Policy Impact; (4) Preservice and Inservice Teacher Training; (5) Energy Education for Special Groups; and (6) Grade Level Articulation. A conference overview, a text of the keynote speech, and a transcript of a panel discussion are included. (RE)

ED 187 551 SE 030 892

Gaynor, Alan K.

A Dynamic Model of Mathematics Curriculum Change in an Urban Elementary School.

Pub Date-Apr 80
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Agents, *Curriculum Development, Curriculum Evaluation, *Educational Change, *Educational Research, Elementary Education, *Elementary School Mathematics, Interviews, *Mathematics Curriculum, Mathematics Instruction, *Models, Research, Urban Schools
Identifiers-*Developing Mathematical Processes

This study seeks to acquire understandings about the dynamics of curriculum change in one urban elementary school and to depict these understandings in a form which facilitates clarifying their behavioral implications. The focus of the study was the changing level of the use of the Developing Mathematical Processes (DNP) program. It was introduced by the principal in the primary grades at the opening of the school (1974) and to the upper grades three years later. The faculty voted, in May 1979, to discontinue DMP in favor of a textbook series which the teachers indicated also lends itself to individualized instruction. Data collection included interviews conducted with the principal and 11 of the school's 13 classroom teachers. The report contains both general implications and specific implications about curriculum implementation. (Author/MK)

ED 187 552 SE 030 893

De Corte, Erik Verschaffel, Lieven

Children's Solution Processes in Elementary Arithmetic Problems: Analysis and Improvement. Report No. 19.

Leuven Univ. (Belgium).
Pub Date-Apr 80
Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Addition, *Cognitive Development, Cognitive Processes, *Educational Research, Elementary Education, *Elementary School Mathematics, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, *Problem Solving, *Research, Subtraction, Teaching Methods

Design and results of an investigation attempting to analyze and improve children's solution processes in elementary addition and subtraction problems are described. As background for the study, a conceptual model was developed based on previous research. One dimension of the model relates to the characteristics of the tasks (numerical versus word problems, direct versus indirect, etc.). The second dimension has to do with the problem-solving process that is conceived in terms of three stages: thinking phase, technical or executive phase, and control phase. Using error analysis and individual interviews, the action structures (appropriate as well as inappropriate) of first and second graders were analyzed. On the basis of this ascertaining study, important shortcomings of children's knowledge and solution strategies were discovered. It also seemed that these shortcomings could be overcome by instruction; therefore, a teaching experiment was undertaken wherein systematic instruction was given for two weeks to an experimental class, while in a control group the usual arithmetic program was taught. Experimental instruction related mainly to the following three topics: an exact notion of the equality sign ( ), the whole-part relation, and the action of controlling the outcome of an arithmetic operation. Results of the experiment are discussed. (Author/MK)

ED 187 553 SE 030 899

Activities for Learning about Conservation of Forest Resources: A Guide for Leaders of Youth Groups.

Forest Service (DOA), Washington, D.C.
Report No.-USDA-FS-PA-1214
Pub Date-Oct 78
Note-32p.; Not available in hard copy due to marginal legibility of original document.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-000-03837-1; No price quoted).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biology, Conservation Education, *Ecology, *Environment, *Environmental Education, Field Trips, *Forestry, Interdisciplinary Approach, Natural Resources, *Nonformal Education, Science Education, Teaching Guides, *Wildlife Management, Youth Leaders

This guide is intended to support the leader of a youth group in increasing the awareness of members of the need for good forest conservation practices. Sections include: (1) science fundamentals; (2) making informative exhibits; (3) gaining community involvement; (4) Christmas activities; (5) games and crafts; and (6) a list of resources and ordering instructions. (RE)

ED 187 554 SE 030 940

An Energy Curriculum for the Middle Grades. Unit One: Energy and World Cultures With Adaptations for Science, Language Arts, Practical Arts.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Apr 80
Grant-DE-FG-45-79R510071
Note-229p.; For related document, see SE 030 941. Contains occasional broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Conservation Education, Curriculum Development, Economics, Elementary Secondary Education, *Energy, *Energy Conservation, Environment, Environmental Education, Fuel Consumption, *Fuels, Geography, Instructional Materials, Interdisciplinary Approach, *Language Arts, *Middle Schools, Natural Resources, Petroleum Industry, *Science Education, Social Studies, Technology, World Problems
Identifiers-*Energy Education

This guide is intended to help teachers integrate energy education into middle schools or junior high schools. A teacher's section includes an introduction, bibliography, and glossary. Thereafter, teacher materials sections and student materials sections are paired under topical headings addressing world-wide energy iasues. Energy issues are addressed for Africa, Asia, Europe, and the Middle East. Instructions are provided for adapting lessons within the topical headings for integration into science, language arts, and practical arts curricula. (RE)

ED 187 555 SE 030 941

An Energy Curriculum for the Middle Grades. Unit Two: Energy and American History With Adaptations for Science, Language Arts, Practical Arts.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Apr 80
Grant-DE-FG-45-79R510071
Note-174p.; For related document, see SE 030 940. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Class Activities, *Curriculum Guides, Elementary Secondary Education, *Energy, *Energy Conservation, Fuel Consumption, Fuels, *History, Interdisciplinary Approach, Natural Resources, Public Policy, *Science Education, Social Studies, Technology, United States History
Identifiers-*Energy Education

This guide is intended to integrate energy education into the curriculum of the middle school grades. It contains a rationale; a detailed introduction including a teacher's guide, glossary, and bibliography; a teacher's guide to a cartoon book; and separate teacher's entries and student entries for various eras of American history. The subjects discussed in the various sections include: (1) Energy and Colonial America; (2) Energy and Industrialism; and (3) Energy and the Post War Period. (RE)

ED 187 556 SE 030 942

Visible Emissions Evaluation. APTI Course 439. Final Environmental Protection Agency, Research Triangle Park, N.C. Air Pollution Training Inst.

Spons Agency-Environmental Protection Agency, Research Triangle Park, N.C. Control Programs Development Div.

Report No.-EPA-450/3-78-105

Pub Date-Sep 78

Contract-68-02-2374

Note-177p.; Not available in paper copy due to marginal legibility of original document.

Available from-National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Air Pollution, Chemical Analysis, Environment, Environmental Education, *Environmental Influences, *Evaluation Methods, Instructional Materials, Meteorology, Pollution, *Postsecondary Education, Science Education, Teaching Guides, *Technical Education

Identifiers-*Analytical Techniques, *Smoke, Smoke Generators

This manual has two parts: (1) Instructor Manual, and (2) Operator Manual. The Instructor Manual aids instructors who conduct visible emissions training for the new smoke reader trainee and for the smoke reader seeking recertification. It describes the appropriate sequence of lessons for the course, discusses necessary equipment and instrumentation, and calibration and positioning. Testing and evaluation methods for student performance are included. Example lesson plans are provided for 15 lessons. The Operator Manual describes the components, principles, and procedures that are directly applicable to a typical

generator. (Author/RE)

ED 187 557 SE 030 943

LaHart, David E.

Solar '80s: A Teacher's Handbook for Solar Energy Education.

Florida State Solar Energy Center, Cape Canaveral.
Pub Date-Mar 80
Note-101p.; Contains light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Conservation Education, *Curriculum Development, Elementary Secondary Education, Energy, *Energy Conservation, Environment, *Environmental Education, Fuel Consumption, *Fuels, Natural Resources, *Science Education, *Solar Radiation, Technological Advancement, Technology
Identifiers-*Energy Education

This guide is intended to assist the teacher in exploring energy issues and the technology of solar energy conversion and associated technologies. Sections of the guide include: (1) Rationale; (2) Technology Overview; (3) Sun Day Suggestions for School; (4) Backyard Solar Water Heater; (5) Solar Tea; (6) Biogas; (7) Solar Cells; (8) Economics; (9) Sundials; (10) Activities for Elementary Schools; (11) Activities for Secondary Schools; and (12) a bibliography and source listing for energy education materials. Other topics are covered in detail within the 19 chapters of the guide. (RE)

Farmer, Walter A. And Others

Test Competency as Related to Classroom Performance.

Pub Date-May 77
Note-15p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Manchester, NH, May 5, 1977). Contains occasional light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Rating Scales, *Competency Based Teacher Education, *Educational Research, Higher Education, *Mathematics Teachers, Personality Measures, Research, *Science Teachers, Student Teachers, Student Teaching, *Teacher Behavior, *Teacher Education, Tests

This study of student teachers in high school mathematics and science classrooms compares their teaching behaviors and their scores from three pencil-and-paper tests. Data analysis indicates a relative independence between the ratings of teacher classroom behavior and scores on the pencil-and-paper tests. There was little consistent relationship between how well student teachers could judge what they ought to do in a classroom situation and what they actually did. Apparently, personality dimensions, as measured by the Myers-Briggs, tell little about what to expect from a person in the classroom. (Author/NK)

Babco, Eleanor L.
Salaries of Scientists, Engineers and Technicians: A Summary of Salary Surveys. Ninth Edition.
Scientific Manpower Commission, Washington, D.C.
Pub Date-Nov 79
Note-159p.; Not available in hard copy due to copyright restrictions.
Available from-Scientific Manpower Commission, 1776 Massachusetts Ave., N.W., Washington, DC 20036 ($20.00).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Collection, *Employed Women, Employment Patterns, *Engineers, Higher Education, Labor, Professional Personnel, *Salaries, Science Careers, Scientific Personnel, *Scientists, Sex Discrimination, *Surveys

This report is a compilation of salary information from a variety of sources intended for comparison and accessibility. This edition contains a cross index of its contents for quick access to specific salary information. Data are reported in 138 tables organized under the following headings: starting salaries, salaries of experienced scientific and technical personnel, salaries of engineers, salaries of engineering technicians and technologists, federal salaries, and academic salaries. Statistical variables include sex, age, highest degree earned, years of experience, and employer. (SA)

ED 187 560 SE 030 948

Guide to Building Effective Pre-Engineering Programs.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.; National Academy of Sciences-National Research Council, Washington, D.C. Committee on Minorities in Engineering

Pub Date-Sep 79

Note-56p.; Not available in hard copy due to copyright restrictions.

Available from-Committee on Minorities in Engineering, Assembly of Engineering, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418 (no price quoted).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, *Engineering, *Engineering Education, Higher Education, *Minority Groups, Professional Associations, Program Descriptions, Program Development, Science Curriculum, *Science Education, Scientific Personnel, *Secondary Education

This guide is intended for use by individuals sensitive to the needs of minority students for precollege programs that will prepare them for college-level engineering course work and eventual entry into the engineering profession. The guide emphasizes practical approaches to establishing and maintaining such a program. A hypothetical program reflecting the points discussed in the guide is presented. (RE)

ED 187 561 SE 030 963

Reviews of Data on Science Resources, No. 35. State and Local Government R&D Expenditures, FY 1977.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-80-302

Pub Date-Mar 80

Note-16p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type- Collected Works - Serials (022) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Expenditures, Federal Aid, *Local Government, Research, Research and Development Centers, *Scientific Research, State Federal Aid, *State Government

Presented are data on State and local government research and development (R&D) expenditures for fiscal year 1977. State agency R&D and R&D plant expenditures are compared graphically for the years 1964, 1968, 1973, and 1977 in both 1977 and constant 1972 dollars, and the trend of State support to R&D is analyzed. A graph of total State agency R&D expenditures by function (health, natural resources, energy, transportation, environment, education, income security and social services, food and other agricultural products, and others) and a table outlining the expenditures of each state is presented. Other tables compare the distribution of State agency R&D expenditures by source of funds, performer, and character of work and describe the distribution of personnel engaged in State R&D activities by type. A review of local government R&D expenditures parallel to the state review is provided. (GS)

ED 187 562 SE 030 964

A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NAEP-10-MA-60
Pub Date-Dec 79
Grant-NIE-G-77-0061
Note-288p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Academic Achievement, Career Choice, Educational Assessment, Elective Courses, Females, *Mathematics Education, *National Surveys, Parent Influence, Participation, *Research, Secondary Education, *Secondary School Mathematics, *Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, Surveys, Teacher Influence

The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of those factors to guide future research and intervention efforts. The vehicle was a national survey of 1,452 13-year-olds and 1,788 high school seniors. Data collection centered upon achievement and participation in mathematics, sex-role stereotyping, career and academic plans, the students' attitudes toward mathematics, parental influence, and the influence of significant other people in the students' lives. Results of the study indicate that 13-year-old females begin their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. Large sex differences found for mathematics participation in previous studies were not found in this survey. Results also indicate that certain groups of variables open to intervention strategies are related to participation. Three groups of variables were found to have the greatest effect on participation: positive attitudes toward mathematics; perceived need for mathematics for future career and educational plans; and influences of significant others, including parents, teachers and counselors. At the report conclusion, strategies are suggested which may increase mathematics participation in school programs. (Author/MK)

ED 187 563 SE 030 965

Shumway, Richard J., Ed.
Research in Mathematics Education.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-80
Note-487p.
Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($27.00 nonmembers, $21.60 members).
Pub Type- Books (010) - Collected Works - General (020) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Attitudes, Cognitive Development, Concept Formation, Curriculum Research, Educational Research, Elementary Secondary Education, Individual Differences, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Problem Solving, *Research, *Research Design, *Research Needs, *Research Problems, Skill Development, Teacher Education
Identifiers-*Mathematics Education Research

This volume represents an effort to develop a definitive reference work on research in mathematics education. The reference is divided into two parts. Part 1, on the research process, focuses on problems of research methods and their relevance to research in mathematics education. Part 1 also introduces the beginner to some of the issues and problems in the research process, stimulates further reading and study, and raises issues that are of fundamental concern to both the beginner and the experienced researcher. Part 2, on research problems, deals with the identification of critical, productive problems for researchers in mathematics education. In general, the problems are categorized in a psychological framework. Authors of Part 2 were asked to organize their chapters about this general outline: (1) status of the research, (2) trends - where people seem to be going with research, (3) the big issues of research, and (4) some specific hypotheses that are important, timely, and promising. (MK)

ED 187 564 SE 030 966

Hinton, John Roger

An Analysis of Selected Cognitive Style Dimensions Related to Mathematics Achievement, Aptitude, and Attitudes of Two-Year College Students.

Pub Date-80
Note-269p.; Ph.D. Dissertation, The Ohio State University.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academic Achievement, *Aptitude, Cognitive Ability, Cognitive Development, *Cognitive Style, *College Mathematics, Conceptual Tempo, Higher Education, Mathematics Education, Psychological Characteristics, Student Attitudes, Two Year Colleges, *Two Year College Students
Identifiers-*Mathematics Education Research

This study examines the role of cognitive styles as they pertain to the learning of mathematics. Selected dimensions of cognitive style relevant to the learning of mathematics by two-year college students are identified and a resulting profile of cognitive style dimensions is analyzed in relation to mathematics achievement, aptitude, and attitude. In addition to specific conclusions offered for the three investigative questions posed in the problem statement, several general conclusions were suggested. Cognitive style appears to be related to learning mathematics at the two-year college level. Of the eight cognitive style dimensions investigated, three were related to the mathematics criterion variables (achievement and aptitude) in the correlative and predictive phases of the study. Three other dimensions were influential in the phase that the differential role played by cognitive style. (Author/MK)

ED 187 565 SE 030 967

Smith, Lyle R. And Others

Nonstandard English and Student Achievement in Mathematics.

Pub Date- 80
Note-15p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Black Dialects, Concept Formation, *Dialects, Elementary Education, *Elementary School Mathematics, English for Special Purposes, *Geometry, Grade 4, Grammar, *Mathematics Instruction, *Teacher Characteristics
Identifiers-English, *Nonstandard Dialects, Standard Spoken Usage

Fourth-grade students (45 black and 45 white) were assigned to one of three groups defined by degree of teacher use of nonstandard English (standard English, moderate nonstandard English, or high nonstandard English). Each group was presented a lesson involving computing areas of rectangles and right triangles. After the lesson, each group was tested on comprehension of the concepts. The standard English group achieved significantly higher than the moderate nonstandard English group, as did the high nonstandard English group. The white students achieved significantly higher than the black students. (Author/MK)

ED 187 566 SE 030 968

Bouvier, Leon F.

Population Bulletin, Vol. 35, No. 1. America's Baby Boom Generation: The Fateful Bulge.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date-Apr 80

Note-41p.

Available from-Population Reference Bureau, Inc., Circulation Department, 1337 Connecticut Ave., N.W., Washington, D.C. 20036 ($2.00 each; discounts on quantity orders).

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, *Birth Rate, *Declining Enrollment, Demography, Elementary Secondary Education, *Enrollment Projections, Family Planning, Population Growth, *Population Trends, Reproduction (Biology), School Construction, *Social Problems, Social Sciences

During 1955 to 1964, nearly 42 million births occurred in the United States. This established a record unequaled to then and unlikely to soon be repeated. This bulletin explores the roots of the baby boom and its lasting impact on U.S. society; an impact accentuated by the unexpected interruption of a century-long fertility decline and the relatively small sizes of the preceding Depression Years and following baby bust'' birth cohorts. This discussion focuses on the reasons for the baby boom, who produced it, future cohort dimensions, the demographic impact of the baby boom, the impact on cohort members, and the baby boom's problems for society. The greatest baby boom challenge is described as occurring in the year 2000, when the baby boom cohort reaches retirement age and the ratio of active workers paying into the social security pool will fall drastically. (Author/SA)

ED 187 567 SE 030 969

Warfield, John N.

Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. A Sourcebook for the Design of a Regional Environmental Learning System, Volume I: Overview.

Virginia Univ., Charlottesville. School of Engineering and Applied Science.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No.-UVA/522032/EE79/121

Pub Date-31 Aug 79

Contract-300-700-4028

Note-118p.; For related documents, see SE 030 970-974 and ED 173 172. Contains occasional light and broken type.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Change Strategies, *Curriculum Development, *Educational Assessment, Educational Needs, Educational Planning, *Educational Research, Elementary Secondary Education, *Environmental Education, Models, Nonformal Education, Postsecondary Education, *Science Education

This volume serves as an overview document for a six-volume sourcebook collection describing the development of a regional environmental learning system. Included in this volume are: (1) organization of the sourcebook, (2) project description, (3) issues, (4) definitions of environmental education, (5) approaches and strategies for environmental education, (6) summaries of succeeding volumes, and (7) an appendix describing previous project reports. (RE)

ED 187 568 SE 030 970

Warfield, John N.

Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. A Sourcebook for the Design of a Regional Environmental Learning System, Volume II: You Create a Design.

Virginia Univ., Charlottesville. School of Engineering and Applied Science.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No.-UVA/522032/EE79/125

Pub Date-31 Aug 79

Contract-300-700-4028

Note-82p.; For related documents, see SE 030 969-974 and ED 173 172.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Change Strategies, *Curriculum Development, Educational Assessment, Educational Needs, Educational Planning, Educational Research, *Elementary Secondary Education, *Environmental Education, Models, *Nonformal Education, Planning, *Postsecondary Education, *Program Development, Science Education

Discussed in this volume is the development of a design for a Regional Environmental Learning System. This design begins with the generation of options from which later design changes will be made. Topics covered include: (1) mission for environmental education; (2) political perspectives for design; (3) the task of conceptual design; and (4) considerations of the Environmental Education Act. An appendix of methods is included. (RE)

ED 187 569 SE 030 971

Warfield, John N.

Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. A Sourcebook for the Design of a Regional Environmental Learning System, Volume III: Creating a Regional Environmental Learning System.

Virginia Univ., Charlottesville. School of Engineering and Applied Science.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No.-UVA/522032/EE79/126

Pub Date-31 Aug 79

Contract-300-700-4028

Note-194p.; For related documents, see SE 030 969-974 and ED 173 172. Two oversize charts - A Normative Model of Environmental Education - and Figure 4.1 Steps in the Issue Resolution Cycle - removed due to difficulty in filming.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Change Strategies, *Curriculum Development, Educational Assessment, Educational Needs, *Educational Planning, Educational Research, Elementary Secondary Education, *Environmental Education, *Learning Centers (Classroom), Models, *Nonformal Education, Planning, Postsecondary Education, *Science Education

This volume focuses on elaborating the concept and design of a Regional Environmental Learning System (RELS). Chapters are devoted to close examination of concept and design including: (1) introduction, (2) definition of RELS, (3) RELS structure and operation, (4) dealing with environmental issues through RELS, (5) mobilizing interest in RELS, (6) experimenting with a RELS, and (6) institutionalization of RELS. Appendices include sources of theoretical models for the RELS and a bibliography. (RE)

ED 187 570 SE 030 972

Warfield, John N.

Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. A Sourcebook for the Design of a Regional Environmental Learning System, Volume IV: Conducting Collective Inquiry.

Virginia Univ., Charlottesville. School of Engineering and Applied Science.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No.-UVA/522032/EE79/124

Pub Date-31 Aug 79

Contract-300-700-4028

Note-381p.; For related documents, see SE 030 969-974 and ED 173 172.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Change Strategies, Curriculum Development, *Decision Making, *Educational Assessment, Educational Needs, *Educational Planning, Educational Research, Elementary Secondary Education, *Environmental Education, Models, Nonformal Education, Postsecondary Education, Science Education, *Simulation

The steps, approaches, and tools of the collective inquiry process posited by a Regional Environmental Learning System is the subject of this volume. Approaches discussed include: (1) charette approach, (2) AT&T/Battelle approach, and (3) the Washington State approach. Tools for collective inquiry are described and field tests are discussed. References and four topical bibliographies are provided. An appendix presents a computer program for modeling technique proposed for use in collective inquiry. (RE)

ED 187 571 SE 030 973

Warfield, John N.

Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. Evaluating a Regional Environmental Learning System, Volume V.

Virginia Univ., Charlottesville. School of Engineering and Applied Science.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Report No.-UVA/522032/EE79/123
Pub Date-31 Aug 79
Contract-300-700-4028
Note-163p.; For related documents, see SE 030 969-974 and ED 173 172.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Case Studies, *Change Strategies, Curriculum Development, *Educational Assessment, *Educational Needs, Educational Planning, Educational Research, Elementary Secondary Education, *Environmental Education, Evaluation, Models, Nonformal Education, Postsecondary Education, *Science Education

This volume deals with the evaluation of a Regional Environmental Learning System (RELS). Five contexts of local evaluation are discussed: (1) evaluation by a board of directors, (2) evaluation of impact of inservice, (3) evaluation of bias, (4) evaluation of student achievement, and (5) ethnographic evaluation of a community-based program. Case studies of programs resembling the RELS model are presented and the organization of an evaluation study is described. (RE)

ED 187 572 SE 030 974

Warfield, John N.

Development of an Interpretive Structural Model and Strategies for Implementation Based on a Descriptive and Prescriptive Analysis of Resources for Environmental Education/Studies. A Sourcebook for the Design of a Regional Environmental Learning System, Volume VI: Content-Oriented Resources.

Virginia Univ., Charlottesville. School of Engineering and Applied Science.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No.-UVA/522032/EE79/122

Pub Date-31 Aug 79

Contract-300-700-4028

Note-230p.; For related documents, see SE 030 969-973 and ED 173 172. Appendix A removed due to copyright restrictions.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Change Strategies, *Curriculum Development, Educational Assessment, *Educational Needs, *Educational Planning, Educational Research, Elementary Secondary Education, *Environmental Education, *Interdisciplinary Approach, Mathematics Education, Mathematics Instruction, Models, *Science Education

Reported are possible methods for integrating environmental education into existing public school curricula. This volume proposes a technique called ``piggy-backing'' by which environmental education may be integrated into existing curricula with none or very little increase in teacher work loads and per pupil cost. Examples of integration include discussion for eighth-grade mathematics. Specific mathematics problem sets are described which deal with energy and environmental issues. (RE)

Science Framework, Kindergarten Through Grade 12.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date- 80

Note-69p.
Available from-Science Section, Div. of Curriculum Development, Texas Education Agency, 201 East 11th St., Austin, TX 78701 ($1.00 while supply lasts).
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Course Descriptions, *Curriculum Development, *Elementary School Science, Elementary Secondary Education, *Kindergarten, *Science Curriculum, Science Education, *Secondary School Science, State Curriculum Guides, *State Programs

Presented is the framework of science programs for Texas public schools, K-12. This publication consists of four major sections in addition to an introduction which includes the rationale for developing this science framework and the function of the science curriculum. The first section presents 15 topics along with 36 suggested module titles and specified learner objectives for kindergarten through grade 5. A matrix correlation chart and a science content/process chart are also included. The second section presents a science framework for middle school, grades 6-8. Requirements and course suggestions are also included. The third section presents science framework for high school, grades 9-12. Requirements for graduation, minimum offerings by a school district, and course suggestions are also included. The fourth section presents an appendix which includes approved courses for grades 7-12, science framework matrix, and suggested procedures for implementing the science framework. (HM)

ED 187 574 SE 031 001

Holzheimer, Diane, Ed.
Appraisal, Children's Science Books, Vol. 13, No. 2.
Children's Science Book Review Committee, Cambridge, Mass.
Pub Date-80
Note-92p.
Available from-Appraisal, 36 Cummington St., Boston, MA 02215 ($12.00 per year, $4.00 single copy).
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Bibliographies, *Book Reviews, Books, *Childrens Literature, Elementary Education, *Elementary School Science, Instructional Materials, Library Material Selection, Science Education, *Science Materials

Approximately one hundred children's science books are rated and reviewed by children's librarians and science specialists. Price and age level are given for each book. (CS)

ED 187 575 SE 031 002

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.
Investigations in Science Education, Vol. 6, No. 2. Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-80
Note-66p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, Educational Research, Research Methodology, *Science Education, *Science Instruction, *Teacher Education
Identifiers-*Science Education Research

This issue of Investigations in Science Education'' (ISE) provides analytical abstracts, prepared by science educators, of research reports in the areas of teacher education and instruction. Each abstract includes bibliographical data, research design and procedure, purpose, research rationale, and an abstractor's analysis of the research. (CS)

ED 187 576 SE 031 005

Minority Institutions Curriculum Exchange Conference Proceedings (Washington, D.C. January 19-20, 1979).

Barber-Scotia Coll., Concord, N.C.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-79

Contract-SER-78-25812

Note-148p.

Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-College Science, Computer Oriented Programs, *Curriculum Development, Educational Strategies, *Higher Education, Methods, *Minority Groups, Minority Group Teachers, Natural Sciences, *Resource Centers, Science Curriculum, *Science Education, Science Programs, *Social Sciences

Presented are papers from the Minority Institutions Curriculum Exchange Conference held in January 1979 in Washington, D.C. The goals of the conference, supported by the National Science Foundation, were to facilitate contact and exchange of information among natural and social science faculty representatives at minority institutions, concerning advances in curriculum development and instructional techniques. The presented papers are divided into six sections: (1) Instructional strategies in the natural and social sciences; (2) Computer-assisted instruction; (3) Panel discussion on technical systems for academic computing; (4) Reinforcement of academic skills; (5) Interdisciplinary courses and career opportunities; and (6) General instructional strategies. A description of the Atlanta University Resource Center in Science and Engineering is included. Summary descriptions of minority-focused programs in federal agencies, the conference program, a list of registered participants, and the keynote addresses are also presented. (HM)

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Vol. 13, No. 2.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-80
Note-71p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Algorithms, Elementary Secondary Education, Games, Learning Disabilities, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Rational Numbers, Ratios (Mathematics), Teacher Attitudes, Teacher Education, Teacher Effectiveness
Identifiers-*Mathematics Education Research

Fourteen research reports related to mathematics education are abstracted and analyzed. Two of the reports deal with teacher education, two with problem solving, three with basic operations, and one each with learning disabled students, rational numbers, proportional reasoning, counting, teacher effectiveness, group cooperation on mathematical tasks, and verbal problem solving. Research related to mathematics education which was reported in RIE and CIJE between October and December 1979 is also listed. (MK)

ED 187 578 SE 031 008

School Mathematics Study Group, Unit Number Three. Chapter 5 - The Integers and Their Structure. Chapter 6 - Rational Numbers.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-68
Note-96p.; Contains light and broken type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Computation, *Integers, Mathematical Concepts, *Mathematics Curriculum, *Mathematics Instruction, Mathematics Materials, Number Concepts, *Number Systems, *Rational Numbers, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group

This is unit three of a fifteen-unit secondary mathematics textbook. This unit contains two chapters. The first chapter discusses integers and the second chapter discusses rational numbers. Operations with both types of numbers as well as the structure of the systems are discussed. (MK)

ED 187 579 SE 031 009

Finkelstein, Robert J.

The Central Park Workbook. Activities for an Urban Park.

Central Park Task Force, New York, N.Y.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-80

Note-55p.; Not available in hard copy due to copyright restrictions.

Available from-C.C.F. for The Central Park Task Force, The Arsenal, Room 104, 830 Fifth Avenue, New York, NY 10021 ($3.95 plus tax and shipping; Discounts on quantity orders).

Pub Type- Guides - General (050) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Architecture, Community Resources, *Environmental Education, Landscaping, Natural Resources, *Outdoor Education, Park Design, *Parks, Recreational Facilities, *School Activities, *Urban Environment, *Workbooks

This workbook contains many outdoor activities which were developed in New York's Central Park to help children explore and understand their city parks. Involvement in the activities is intended to increase appreciation and awareness of the role of parks in the urban environment. The publication can serve as an example of what others can do with similar facilities. (SB)

ED 187 580 SE 031 014

Engineering and Applied Science, Recent Research Reports.

National Science Foundation, Washington, D.C. Directorate of Engineering and Applied Science.

Report No.-NSF/RA-800031

Pub Date-Apr 80

Note-100p.

Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Sciences, Earth Science, Energy, *Engineering, *Environment, Environmental Influences, Fuels, Mathematics, Physical Sciences, *Pollution, *Research, *Sciences, Technology

This collection contains abstracts of technical reports and journal articles resulting from research funded by the National Science Foundation. Included in the collection are abstracts arranged in several categories: (1) electrical, computer, and systems engineering; (2) civil and mechanical engineering; (3) applied research; (4) problem-focused research; (5) intergovernmental science and public technology; and (6) research reports from previously supported research applications programs. Indexes by subject, author, performing organization, contract grant number, and others are provided. (RE)

ED 187 581 SE 031 100

The Arithmetic Project Course for Teachers. Guide for Course Leaders.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-179p.; For related documents, see SE 031 101-120.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Teacher Education, Teaching Methods
Identifiers-*University of Illinois Arithmetic Project

This guide for the University of Illinois Arithmetic Project was designed for use by the leader of a locally conducted in-service course for teachers of elementary school mathematics. It provides extensive discussion notes and detailed guides for correcting written lessons. The guides also contain suggestions on: finding personnel to conduct the institute, planning the institute sessions, scheduling the sessions, and points to be discussed at the initial meeting. The course package also contains films showing mathematics being taught to classes of children, written lessons which teachers do between institute sessions, and supplementary materials providing further mathematical exposition and suggestions for the classroom. (MK)

The Arithmetic Project Course for Teachers - 1. Topic: Introduction to Frames and Number Line Jumping Rules. Supplement: Answers to Common Questions About the Course.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-24p.; For related documents, see SE 031 100-120. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on frames and number line jumping rules, a summary of the problems in the film A First Class With Number Line Rules and Lower Brackets,'' and the supplement Answers to Common Questions About the Course.'' (MK)

ED 187 583 SE 031 102

The Arithmetic Project Course for Teachers - 2. Topics: Consecutive Jumps, Distances Jumped, Competing Number Line Rules. Supplement: Computing With Positive and Negative Numbers.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-24p.; For related documents, see SE 031 100-120. Contains light and broken type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algorithms, Computation, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 3, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains: exercises on consecutive jumps, distances jumped, and competing number line rules; a summary of the problems in the film Which Rule Wins''; and the supplement. (MK)

ED 187 584 SE 031 103

The Arithmetic Project Course for Teachers - 3. Topics: Parentheses and Multiplying Before You Add,'' Standstill Points. Supplement: Answers to Common Questions About the Film Standstill Points.''

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-19p.; For related documents, see SE 031 100-120. Contains light and broken type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains: exercises on using parentheses, multiplying before adding, and standstill points; a summary of the problems from the film Standstill Points,'' and the supplement. (MK)

ED 187 585 SE 031 104

The Arithmetic Project Course for Teachers - 4. Topic: Effects of Using Rules in Different Orders. Supplement: Dividing by Zero.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-30p.; For related documents, see SE 031 100-120. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algorithms, Division, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on the effects of using rules in different orders, a summary of the problems in the film Three A's, Three B's, and One C,'' and the supplement. (MK)

ED 187 586 SE 031 105

The Arithmetic Project Course for Teachers - 5. Topic: Introduction to Maneuvers on Lattices. Supplement: Maneuvers on Lattices.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-14p.; For related documents, see SE 031-100-120. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on maneuvers on lattices, a summary of the problems in the film A Seven-Fold Lattice,'' and the supplement. (MK)

ED 187 587 SE 031 106

The Arithmetic Project Course for Teachers - 6. Topics: Frame Equations, Midpoints, Some Wrong Answers, Absolute Value. Supplement: Ways tc Find How Many.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-18p.; For related documents, see SE 031 100-120. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 2, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, Mathematics Instruction, Mathematics Teachers, *Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains: exercises on frame equations, midpoints, some wrong answers, and absolute value; a summary of the problems in the film Counting with Dots''; and the supplement. (MK)

ED 187 588 SE 031 107

The Arithmetic Project Course for Teachers - 7. Topic: Lower Brackets. Supplement: Using Centimeter Blocks to Introduce Prime Numbers to a Third Grade.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-29p.; For related documents, see SE 031 100-120. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 3, Grade 4, Inservice Education, *Inservice Teacher Education, Manipulative Materials, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, Prime Numbers, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on the use of lower brackets, a summery of the problems in the film Lower and Upper Brackets,'' and the supplement. (MK)

ED 187 589 SE 031 108

The Arithmetic Project Course for Teachers - 8. Topic: Lower Brackets and Upper Brackets. Supplement: Arithmetic With Frames.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-31p.; For related documents, see SE 031 100-120. Contains light and broken type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inequality (Mathematics), Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these

booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on lower brackets and upper brackets, a summary of problems from the film Inequalities With Lower Brackets,'' and the supplement. (MK)

ED 187 590 SE 031 109

The Arithmetic Project Course for Teachers - 9. Topic: Maneuvers on Lattices (continued). Supplement: More Suggestions for Lattices.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-44p.; For related documents, see SE 031 100-120. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on maneuvers on lattices, a summary of the problems in the film A Periodic Lattice,'' and the supplement. (MK)

ED 187 591 SE 031 110

The Arithmetic Project Course for Teachers - 10. Topic: Surrounding'' With Centimeter Blocks. Supplement: Using Blocks to Introduce Other Bases of Numeration to a Fourth Grade.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-44p.; For related documents, see SE 031 100-120. Contains occasional light type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 1, Grade 4, Inservice Education, *Inservice Teacher Education, *Manipulative Materials, Mathematics Curriculum, Mathematics Instruction, Mathematics Teachers, *Measurement, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on surrounding'' with centimeter blocks, a summary of the problems in the film Surface Area With Blocks,'' and the supplement. (MK)

ED 187 592 SE 031 111

The Arithmetic Project Course for Teachers - 11. Topics: Artificial Operations, Competing Rules.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-19p.; For related documents, see SE 031 100-120. Pages 16-21 Well-Adjusted Trapezoids'' removed due to copyright restrictions. Contains occasional light type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Geometric Concepts, Grade 4, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on artificial operations and competing rules, and a summary of the problems from the film Some Artificial Operations.'' (MK)

ED 187 593 SE 031 112

The Arithmetic Project Course for Teachers - 12. Topic: More Work With Artificial Operations. Supplement: Functions.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-37p.; For related documents, see SE 031 100-120. Contains occasional light type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on work with artificial operations, a summary of the problems in the film Frames and Number Line Jumping Rules,'' and the supplement. (MK)

ED 187 594 SE 031 113

The Arithmetic Project Course for Teachers - 13. Topic: Graphing Equations With Lower and Upper Brackets. Supplement: Graphing Number Line Jumping Rules, Part One.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-41p.; For related documents, see SE 031 100-120. Contains occasional light type.
Pub Type-Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algorithms, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Graphs, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on graphing equations with lower and upper brackets, a summary of the problems from the film ``Graphing with Square Brackets,'' and the supplement. (MK)

ED 187 595 SE 031 114

The Arithmetic Project Course for Teachers - 14. Topic: Two Points to Two Points on a Number Line. Supplement: Graphing Number Line Jumping Rules, Part Two.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-23p.; For related documents, see SE 031 100-120. Contains occasional light type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algorithms, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on moving two points to two points on a number line, a summary of the problems from the film ``Competing Number Line Rules,'' and the supplement. (MK)

ED 187 596 SE 031 115

The Arithmetic Project Course for Teachers - 15. Topics: Rules Moving Two Points, Composition of Number Line Rules. Supplement: Examples of Questions Dealing with blank blank x blank.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-73

Note-37p.; For related documents, see SE 031 100-120.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algorithms, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education

Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on rules moving two points and composition of number line rules, a summary of the problems in the film Rules Moving Two Points,'' and the supplement. (MK)

ED 187 597 SE 031 116

The Arithmetic Project Course for Teachers - 16. Topic: Composition (continued). Supplement: More Problems With Composition of Number Line Rules.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-35p.; For related documents, see SE 031 100-120.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on rules of composition, a summary of the problems in the film Introduction to Composition,'' and the supplement. (MK)

ED 187 598 SE 031 117

The Arithmetic Project Course for Teachers - 17. Topics: Simultaneous Equations, Points and Lines in a Plane. Supplement: Graphing Simultaneous Equations.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-50p.; For related documents, see SE 031 100-120.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algebra, Analytic Geometry, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 2, Graphs, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises concerned with simultaneous equations and points and lines in a plane, a summary of the problems in the film Graphing Absolute Value Equations,'' and the supplement. (MK)

ED 187 599 SE 031 118

The Arithmetic Project Course for Teachers - 18. Topic: Number Plane Jumping Rules. Supplement: Composing Number Line Rules to Move Two Points to Two Points.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-39p.; For related documents, see SE 031 100-120.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analytic Geometry, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 6, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education, Transformations (Mathematics)
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on number plane jumping rules, a summary of the problems in the film Jumping Rules in the Plane, Part I,'' and the supplement. (MK)

The Arithmetic Project Course for Teachers - 19. Topic: Number Plane Rules (continued). Supplement: More Work With Number Plane Rules.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-38p.; For related documents, see SE 031 100-120.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analytic Geometry, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 6, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education, Transformations (Mathematics)
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains exercises on number plane rules, a summary of the problems in the film Jumping Rules in the Plane, Part II,'' and the supplement. (MK)

ED 187 601 SE 031 120

The Arithmetic Project Course for Teachers - 20. Supplement: Hybrid Rules - Jumping Rules from the Line to the Plane and from the Plane to the Line.

Education Development Center, Inc., Newton, Mass.; Illinois Univ., Urbana.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-73
Note-27p.; For related documents, see SE 031 100-119. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analytic Geometry, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Films, Grade 5, Inservice Education, *Inservice Teacher Education, Mathematics Curriculum, *Mathematics Instruction, Mathematics Teachers, Number Concepts, *Problem Sets, Teacher Education, Transformations (Mathematics)
Identifiers-*University of Illinois Arithmetic Project

This is one of a series of 20 booklets designed for participants in an in-service course for teachers of elementary mathematics. The course, developed by the University of Illinois Arithmetic Project, is designed to be conducted by local school personnel. In addition to these booklets, a course package includes films showing mathematics being taught to classes of children, extensive discussion notes, and detailed guides for correcting written lessons. This booklet contains a summary of problems in the film Rotations in the Plane,'' and the supplement. (MK)

ED 187 602 SE 031 137

Kantola, Kristi

Environmental Education Resources Directory for Alaska. Alaska Region Report Number 85.

Forest Service (DOA), Juneau, Alaska.

Pub Date-Dec 79

Note-73p.; Not available in hard copy due to colored print throughout entire document.

Available from-United States Dept. of Agriculture, Forest Service, P.O. Box 1628, Juneau, AK 99802 (no price quoted).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agencies, Audiovisual Aids, *Curriculum Development, Elementary Secondary Education, Environment, *Environmental Education, Facilities, Federal Government, *Federal Programs, Higher Education, Nature Centers, Nonformal Education, Organizations (Groups), Planning, *Resource Materials, *State Programs

This guide presents a brief history and background of the Alaska environmental education program. A directory follows which lists descriptions and addresses for Alaska resources in environmental education (EE) including: (1) agencies and organizations; (2) national EE organizations; (3) colleges and universities; (4) programs; (5) speakers; (6) books; (7) agency publications; (8) curricula; (9) audiovisual materials; (10) miscellaneous tools; (11) sources of supplies; (12) sites and facilities; (13) museums; (14) funds; (15) personnel; and (16) a response form. (RE)

SO

ED 187 603 SO 011 403

Humphreys, Les

Writing Futures Histories.

Pub Date-Oct 78
Note-21p.; Paper presented at Annual Meeting of the World Future Society (October, 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Education, *Concept Formation, *Educational Innovation, Elementary Secondary Education, *Futures (of Society), *Individual Power, *Long Range Planning, Postsecondary Education, Relevance (Education), Social Change, Teaching Methods, *Time Perspective

The paper presents an innovative approach to the future by examining the concept of time in the 20th century, the development of a sense of chronology, and the role of futures history through the process of invention.'' The model is based on the Einsteinian theory of the relativity of time. The author suggests that learning a sense of chronology encompasses three stages: one, development of a linear sense of chronology; two, development of a multilinear sense of chronology; and three, development of an integrative/holistic sense of chronology.

Learning a sense of chronology in this manner lays the groundwork for a new approach to teaching and doing futures research. The approach, Futures Invention,'' has the intention of placing power in the hands of individuals who invent alternative futures through a series of structured techniques. In the first stage of the project, activities aid participants to develop new thought patterns. In the second stage, when participants have left behind the baggage of the past and present, they develop a group of individualized intentions for the future. The third step is to write a futures history backwards from the future place where the intentional scenario exists which includes strategies and plans. The aim is to help people gain a sense of power and control over their destinies. (Author/KC)

ED 187 604   SO 011 882

Mulhern, John J., Ed.
The Future of American Cities.
Federal Reserve Bank of Philadelphia, Pa.
Pub Date-76
Note-60p.; Proceedings of a conference held as part of the Bicentennial celbration at the Federal Reserve Bank of Philadelphia (Philadelphia, PA, October 6, 1976).
Available from-Department of Public Services, Federal Reserve Bank of Philadelphia, 100 North Sixth Street, Philadelphia, PA 19106 (Single copies, free)
Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Futures (of Society), Government Role, History, Housing, Trend Analysis, Urban Improvement, Urban Planning, *Urban Problems, Urban Programs, Urban Renewal, *Urban Studies, Urban to Suburban Migration
Identifiers-Pennsylvania (Philadelphia)

This document contains the proceedings of a conference dealing with the issues that face U.S. cities today. Convened in October of 1979, the conference was sponsored by the Federal Reserve Bank of Philadelphia. The document contains addresses and comments by six authorities on the current fiscal situation of large cities. The presentation America's Cities'' recounts urban America's development and outlines a program for the recovery of urban America from its afflictions of ugly slums, disgraceful housing, ineffective schools, violent crimes, malnutrition, drug abuse, and widespread human suffering. Included in the recovery program is federal recognition and responsiveness; the stabilization and rebuilding of cities' economic bases to be competitive in terms of business, industry, and commerce; the curtailment of spending; and the rejuvenation of neighborhoods. The second presentation The Future of Large, Older American Cities to the Year 2000'' examines trends which include a lack of housing demand in cities and the conflict between surburban growth and city restoration. Commenting on the second presentation, the third speaker states that to help solve city problems government should stimulate the marketplace rather than invest in large public works programs. Leadership and risk taking are needed. All of us have a role to play in reactivating our own ingenuity in using cooperatively both private and public resources. Two of the presentations deal with The Fiscal Stance of Philadelphia.'' The concluding presentation examines The Changing Nature of Intergovernmental Relations.'' (Author/RM)

ED 187 605 SO 012 028

A Handbook for Departmental Leadership in the Social Studies. Revised Edition.

Social Studies Development Center, Bloomington, Ind.
Spons Agency-Ford Foundation, New York, N.Y.
Report No.-SSEC-Pub-201
Pub Date- 76
Note-193p.; Parts may be marginally legible.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, Change Strategies, Check Lists, Curriculum Development, Curriculum Evaluation, Evaluation Criteria, Group Dynamics, Guides, Inservice Teacher Education, *Leadership, Scheduling, School Community Relationship, Secondary Education, Self Evaluation (Individuals), *Social Studies, Staff Development, Teacher Evaluation, Teacher Selection, Teacher Workshops

This handbook was developed to assist secondary social studies department chairpersons and others who are concerned with effective leadership in the social studies. It is a revised edition which discusses a variety of topics and contains many instruments, forms, and checklists which can be duplicated. The handbook is comprised of four major sections. Section I, Personnel and Staff Relations, discusses departmental development and communication between and among department members and contains a staff selection instrument, a checklist for determining the department's capacity to cope with change, and a teacher evaluation report. Section II, Department Organization, discusses scheduling, budgets, and department meetings and describes some group interaction techniques. Section III, which comprises approximately one-half of the publication, deals with curriculum planning and implementation. A model for curriculum change is present and a number of topics are discussed including the curriculum revision process, the change process, workshops, and inservice training institutes, and resource identification. This section also contains an evaluation

checklist, textbook and supplementary materials evaluation forms, directions for doing a Fry readability, and a personal self-assessment inventory for social studies teachers. The School in the Community is the topic of Section IV. The need for interaction within the entire school district in the area of social studies is discussed. Included are a controversial materials checklist and a checklist for handling community complaints over controversial issues. The last section presents an annotated listing of print and human resources. (Author/RM)

ED 187 606 SO 012 453

Patton, William E. Wilen, William W.

Dealing with Environmental Issues: The Use of Simulation. Environmental Education Occasional Paper No. 5.

Ohio State Dept. of Education, Columbus. Office of Environmental Education.

Pub Date-Sep 79

Note-28p.

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Citizenship Education, *Critical Thinking, *Decision Making, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Problem Solving, *Simulation, Social Action, *Social Problems, Social Studies, Teaching Methods

The paper provides a rationale for using a decision-making model in teaching environmental issues, outlines specific steps in creating a simulation, and illustrates its use in the classroom. The objectives of environmental education are to provide learning opportunities for students to know, think, choose, and act regarding pervasive social issues from local to global levels. The primary goal of social simulations is to involve students in approximations of real-life, environmental issues. Ideally, simulations will encourage students to become actively involved in their own preparation to make political, social, and personal decisions. Procedures for a decision-making model include identifying a problem, defining the desired solution, identifying alternatives for accomplishing the desired outcomes, and selecting the best alternative. The hypothetical classroom situation which concludes the document involves applying decision-making procedures to the problem of storage of toxic chemicals near a school playground. (Author/CK)

ED 187 607 SO 012 474

Dynneson, Thomas L., Ed. And Others

We Have a Better Idea. (An Experimental Project in Lesson Development) Phase I Pub Date-80

Note-118p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Anthropology, *Class Activities, Economics Education, *Educational Objectives, Elementary Education, Geography Instruction, History Instruction, *Learning Activities, Psychology, *Social Sciences, *Social Studies, Sociology, *Student Developed Materials, Student Projects, Teaching Guides, United States Government (Course)

Social studies lessons developed by students in the elementary social studies education program at the University of Texas (Permian Basin) are provided. The lessons are presented according to the phase in which they were developed. Phase I consists of lessons created in the Fall, 1979; Phase II includes selected Phase I lessons which were revised, taught, further revised, and evaluated. Phase I also includes lessons developed in the Spring 1980 class which survived the evaluation of at least two committees. The materials are presented according to grade level and comprise the subjects of history, government, sociology, economics, psychology, anthropology, and geography. Each lesson identifies the discipline, grade level, topic, amount of time needed, purpose, procedures, and materials required. Activities involve cooking an authentic colonial dessert, a bartering session using an object bought from home, constructing Egyptian pyramids, making a model volcano which erupts, examining group behavior, and writing commercials using specific advertising techniques. Students also write autobiographies, analyze problems of their town, investigate propaganda in newspapers, draw population maps of their block, analyze the relationship between color and emotion, and learn common words of Mexico. (KC)

ED 187 608 SO 012 491

Baruch, Grace K. Barnett, Rosalind C.

Involvement in Multiple Roles and the Well-being of Adult Women.

Pub Date-Aug 79
Note-20p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Childhood Needs, *Economic Status, Educational Needs, Employed Women, Females, *Job Satisfaction, *Mothers, Psychological Needs, *Self Esteem, *Sex Role, Social Change, Social Science Research

A study to determine the influence of occupational competence, economic independence, and involvement in a variety of roles upon the well-being of adult women is reported. Prior to reporting results, the document discusses social changes that have made occupational competence and economic independence critical for women's successful adaptation.

Changes include the ability to control fertility, the lengthening life span, and the increasing participation of women in the work force. The study involved collecting data from 142 white, married, middle-class women and their husbands, all of whom had at least one child enrolled in preschool. The focus was to determine differences in the level of role pattern satisfaction and self-esteem. About 35% of the mothers were employed and 60% were classified as at home.'' Results indicate that the well-being of non-employed women is highly dependent of their husbands' approval of their pattern, or more accurately on the wives' perceptions of his approval. In contrast, employed women are considerably less sensitive to their husbands' attitudes. Commitment to work and satisfaction with their current job contribute heavily to womens' indices of well-being. Also, even though women may be intensely concerned with the demands of young children, involvement in multiple roles need not result in debilitating conflict, strain, and dissatisfaction. In conclusion, the research supports the value of preparing girls from childhood to develop and exercise occupational competence. (Author/KC)

ED 187 609 SO 012 518

Farrenkopf, Toni

Future Educational Process.

Pub Date-Oct 79

Note-12p.; Paper presented at Annual Meeting of the World Future Society Education Section (Minneapolis, MN, October, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conference Papers, *Conventional Instruction, Course Descriptions, *Educational Needs, Educational Objectives, Experimental Programs, Experimental Teaching, Higher Education, *Process Education, Skill Development, Student Participation, Traditional Schools

This paper examines the goals of education which should include the transmission of knowledge, training of skills necessary in a technological society, training of intellectual/abstractive capacities, autonomy and flexibility, and healthy personal and interpersonal functioning. The author argues that a process-oriented classroom approach is more apt to help students reach these goals than traditional classroom teaching methods. Traditional educational practices are almost exclusively preoccupied with content or the assimilation of knowledge. While there is an earnest attempt to teach intellectual skills, knowledge is all too often transmitted by rote and students are mainly motivated by external factors such as grades and credits. Focus on academic content, individual achievement, and competitive training interfere with further adaptive social learning. During his five years of college teaching the author has utilized a process-oriented classroom approach which has helped students achieve the goals listed above. In conjunction with the instructor, students choose the course goals and content and negotiate work contracts and grading contracts. Few restrictions on style or focus are placed on their projects. The course receives very high student evaluations. The author points out, however, that there are problems to this approach. Included among these are the great time and energy demands on the instructor, the difficulty that some students experience with this learning format, and the institutional pressures. (Author/RM)

ED 187 610 SO 012 540

Petersen, John H.

The Next Generation: International Attitudes of Secondary School Students in Kentucky.

Pub Date-Mar 80

Note-40p.; Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Needs, Educational Research, Females, Global Approach, *Government Role, High School Students, *International Relations, Junior High School Students, Males, *Political Socialization, Relevance (Education), Secondary Education, Sex Differences, *Student Attitudes, Student Needs

Identifiers-Kentucky

A study to determine international information, opinions, and orientations of junior and senior high school students in Kentucky is described. The sample included 1,391 students who responded to a self-administered survey. Results indicate that young people are moderately interested in international affairs, males more so than females; television is the dominant source of international news; and students have a passing degree of international knowledge. Also, students have a pessimistic/realistic view that conflict will have a central role in international affairs, but they oppose the use of force to settle disagreements. They rank the United States and Russia about equal in power, but give Russia the edge in the future growth of power. Males are more power oriented than females and are more likely to sanction the use of force. Finally, the students reject isolationism and believe that the United States should remain in the United Nations. The conclusion is that, in terms of international orientations, students may be more sophisticated than often believed and that some of the simplistic and outdated international education curricula may not be adequate to meet student needs of the future. (Author/KC)

ED 187 611 SO 012 565

The Laws Are Yours.

Lawyers' Wives of Wisconsin, Racine.

Pub Date-79
Note-20p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Courts, *Definitions, Judges, Justice, *Laws, Lawyers, *Legal Education, Secondary Education
Identifiers-Wisconsin

The pamphlet briefly describes various facets of the law and legal system in Wisconsin, and defines many legal terms. The objective is to further public understanding of the law and of the legal profession, particularly in Wisconsin. No attempt is made to answer specific legal questions. Sections cover civil and criminal law; the federal court system including the Supreme Court, the Circuit Court of Appeals, and district courts; the state court system including the state Supreme Court, Court of Appeals, county judges, and municipal judges; the juvenile court; delinquency; how a decision is reached in court; the adult criminal court; eight possible consequences of a criminal record; civil law relating to buying a home or renting; wills, estates, and property; the purpose of laws relating to marriage, divorce, and adoption and where to find specifics in the Wisconsin Statutes; a definition and examples of torts; the lawyer's role in personal injury cases; and reasons for having a lawyer. The address of the Wisconsin Bar Foundation concludes the pamphlet. (CK)

ED 187 612 SO 012 569

Takei, Yoshimitsu

Involvement in Student Life: Students at the University of Malaya.

Pub Date-Mar 80

Note-23p.; Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Activism, Educational Research, Ethnicity, Females, Foreign Countries, Higher Education, Institutional Characteristics, Males, Sex Differences, Socioeconomic Status, *Student Attitudes, *Student Behavior, *Undergraduate Students

Identifiers-University of Malaya (Malaysia)

A study to determine on-campus participatory behavior among students at the University of Malaya is reported. The university is a coeducational, primarily undergraduate institution with an enrollment of just over 5,000. Entrance is gained through a stringent national examination; once admitted, students are virtually guaranteed graduation. During the time of the sample (late 1960s), the student body was predominantly Malays and Chinese, but also included some South Indians, Pakistanis, and Eurasians. Because Malays control the political system, practically all Malay students receive government scholarships and preferential treatment in obtaining employment in the civil service. In addition, males are accorded higher status than females in that society. Almost 2,000 participants, representative of first year and final year students, comprised the sample. Three variables which serve as indicators of participatory behavior were examined: membership in organizations, frequency of social interaction with others discussing society's problems and politics, and participation in student strikes and demonstrations. Chinese students, regardless of sex, tended to be less actively engaged in these activities than Malays and others of either sex. Finally, the families' socioeconomic status was not strongly related to the three behavioral indicators. (Author/KC)

ED 187 613 SO 012 571

Rayman, Paula

The Kibbutz in the 1970's: From Utopia Towards Modernization.

Pub Date-Apr 80
Note-29p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Collective Settlements, Developing Nations, *Industrialization, *Social Change, *Social Influences, *Socialism, Social Problems
Identifiers-Israel, *Kibbutzim

The document examines the evolution of kibbutzim in Israel. The author suggests that a primary factor in the kibbutz development is the nature and structure of Israeli modernization efforts. The efforts encompass national ideology, industrialization, and legitimization of certain forms of social interaction. This mode of modernization stands in opposition to kibbutz utopian ideology and kibbutz socialist-communal efforts. However, as the State moves along the Western-modernization continuum, the kibbutz movement does not possess the autonomy, national power, or commitment to move in an alternative direction. For example, the national military role of the kibbutz challenges the community's need for peace and long-range security. Also, the delicate balance between individualism and mass culture has increasingly given way to norms of individualism and mass culture. The study indicates that small-scale socialist experiments cannot creatively grow within a larger opposing culture without undermining their ideology. Thus, a new perspective concerned with the problem of integrating local interests with global concerns is needed. (Author/KC)

ED 187 614 SO 012 581

Massey, D. And Others

Alberta Education, Mutualism, and the Canadian Content Project.

Alberta Univ., Edmonton.

Pub Date-77

Note-42p.; For related documents, see ED 152 638 and SO 012 582. Best copy available.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cooperative Planning, Curriculum Development, Decision Making, Elementary Secondary Education, *Formative Evaluation, *Methods Research, Models, Organizational Effectiveness, Program Design, *Program Development, Research Reports, Social Studies, Systems Analysis

Identifiers-Alberta, Canada

The document presents a formative evaluation of the program development process used to produce the 13 kits in the Canadian Content Project. The objective is to recommend whether similar development models should be used in the future. The study is presented in three sections. Section I examines and compares three approaches to local program development: hierarchical, random, and mutualistic. Decision making rests with the curriculum expert in the hierarchial approach; with the individual or group constructing the program in the random approach; and to some extent with all the participants in the mutualistic approach. These are discussed in relation to various aspects of decision making, including locus of power; role of teachers, students, and community personnel; major concern; legitimization; and expected outcomes. Section II examines the Canadian Content Project in relation to the decision to use the mutualistic approach. It outlines objectives and plans relating to rights of team members, advantages for team members, obligations of team members, and assumptions about team members. The major portion surveys the perceptions of the teacher members of the teams about the realities of working on the project. Most of the respondents believed their expectations had been fulfilled, but less than one-third indicated willingness to participate in such a project again under the same conditions. The major finding was that the mutualistic approach was not implemented because it was not understood by the participants. Section III summarizes the study and offers five points to be considered in the future when using a mutualistic approach. (CK)

ED 187 615 SO 012 582

Massey, D. Werner, W.
Canadian Content Kits Grades 1-12. A Report of an Assessment.
Alberta Univ., Edmonton.
Pub Date-77
Note-40p.; For related documents, see ED 152 638 and SO 012 581.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, *Formative Evaluation, Models, Program Effectiveness, *Program Evaluation, Program Improvement, Relevance (Education), Research Reports, *Social Studies
Identifiers-Canada

The document presents a formative evaluation of 13 Canadian studies kits being developed in Alberta, Canada. The objective was to ascertain the strengths and weaknesses of the kits as well as to determine whether the program development model was effective in producing quality materials. Quality was defined in terms of internal consistency, inter-unit consistency, program consistency, external consistency, and significance. Questionnaires were mailed to teachers and students in 74 K-12 pilot classes; 1488 were returned. In the area of internal consistency, questions relating to focus and explicit activity sequences and objectives were raised. Inter-unit consistency, especially in skill development, was almost impossible given the process used to develop the kits. Questions raised relating to program consistency were aimed at refining congruency with provincial handbooks. External consistency examined congruency with current social studies practice. Questions were raised relating to all 16 characteristics of sound programs. All respondents reacted positively to the significance of the Canadian content. Questions raised concerned a logical overall plan for content coverage in all the kits and avoidance of overlap and imbalance. Possible recommendations included hiring overall editors, developing a series of ``How to Do It'' booklets, finding resolutions to consistency problems, instituting quality control, and presenting content summary charts in each kit. Appendices present the program analysis form and student questionnaires. (CK)

ED 187 616 SO 012 587

Education in Africa in the Light of the Lagos Conference (1976).
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-77
Note-53p.
Available from-Unipub, 345 Park Avenue South, New York, NY 10010 ($3.25)
Pub Type- Information Analyses (070) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Change Strategies, Cultural Awareness, *Developing Nations, *Development, *Educational Change, Educational Innovation, *Educational Needs, Educational Objectives, Educational Philosophy, *Educational Trends, Education Work Relationship, Elementary Secondary Education, Enrollment Trends, Higher Education
Identifiers-*Africa

The document outlines the present educational situation and the future outlook for education in Africa in light of the recommendations of the fourth Regional Conference of Ministers (Lagos, 1976). Five chapters are centered around the basic theme of the conference, mass education in support of development. Two dimensions of the theme involve the link between education and work and the link between education and cultural revival. Chapter I, The Expansion of Education in Africa, discusses enrollment trends and characteristics of the development of education in Africa. Chapter II, A Major Movement of Innovation and Reform, identifies the essential features of education in the context of underdevelopment and discusses the planning and conduct of innovations and reform. Chapter III, Excellence and Relevance in the Educational System, focuses on student selection and promotion criteria and the contributions of higher educational establishments to the national development of African countries. Chapter IV outlines the processes and needs for establishing basic and mass education for the purpose of development. Chapter V, Cooperation in Education, outlines trends both in and outside Africa. Topics include regional cooperation, external aid to education in Africa, and new approaches in educational aid policies of major international cooperation agencies. The conclusion summarizes recommendations of the Lagos Conference. Appendices include the Declaration of the Lagos Conference and tables which depict net enrollment ratios by sex and age, and population and enrollment trends for the 6-11 year-old age group. (KC)

ED 187 617 SO 012 589

Hall, Robert T.

Moral Education: A Handbook for Teachers. Insights and Practical Strategies for Helping Adolescents to Become More Caring, Thoughtful, and Responsible Persons.

Bethany Coll., W. Va.; Steubenville Coll., Ohio.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Note-209p.
Available from-Winston Press, Inc., 430 Oak Grove, Minneapolis, MN 55403 ($6.95)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Adult Education, Behavioral Sciences, Business, Debate, Economics, Elementary Secondary Education, *Ethical Instruction, Family (Sociological Unit), Games, Higher Education, Humanities, Integrity, Interpersonal Relationship, Justice, Marriage, *Moral Development, Moral Issues, Moral Values, Social Studies, Teaching Guides, Teaching Methods, Units of Study, Values, *Values Education

This handbook contains background readings, teaching strategies, and units of study for teaching moral education at the elementary, secondary, and adult levels. It offers practical strategies and insights for helping adolescents become more caring, thoughtful, and responsible persons. The intent is to help young people make more rational decisions and become more aware of value considerations when attempting to chart the courses of their own lives. There are three major parts to the handbook. Part 1 examines and discusses the pros and cons of both hard-line and soft-line approaches to moral education. The hard-line approach emphasizes teaching children the absolute, eternal principles of right and wrong. In contrast, the soft-line approach emphasizes teaching children to increase their self-awareness and to engage in more fulfilling human interactions. It also emphasizes the need of freedom for creative expression. The book argues that what's needed is a moderate approach to moral education, a creative tension between the good points of both the hard and soft lines. Part II describes and gives examples of five teaching strategies: the awareness strategy, the debate strategy, the rational strategy, the concept strategy, and the game strategy. The five teaching strategies are utilized to teach each unit. The units are: Justice: A Social Studies Unit;'' Property: A Business and Economics Unit;'' Honesty: A Humanities Unit;'' Integrity: A Behavioral Sciences Unit;'' and Relationships: A Marriage and Family or Personal Relations Unit.'' Self-contained units of study which can be used in the K-12 moral education classroom and with adults comprise Part III. (Author/RM)

ED 187 618 SO 012 590

Verduin-Muller, Henriette

Geographers in the Post-Industrial Age: A Conceptual Curriculum Model for Geography.

State Univ. of Utrecht (Netherlands).
Pub Date-79
Note-15p.; Paper presented at Annual Meeting of the National Council for Geographic Education (Mexico City, Mexico, October 29-November 3, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Formation, *Curriculum Development, Curriculum Evaluation, *Curriculum Research, Educational Objectives, Global Approach, *Human Geography, Models, *Systems Analysis

The document describes a conceptual curriculum model for designing original geographical curriculum materials. The model emanated from a series of research projects at the Geographical Institute's Department of Geography for Education at the Rijksuniversiteit of Utrecht, the Netherlands. The objective of the research was to gain insight into the developmental process used in human geography materials from 1974 through 1978. A diagram illustrating the model presents six developmental phases which are explained in the rest of the document. Phase I consists of formulating the overall objectives and roughly estimating the target group. It emphasizes the aim as global in relation to theme and educational perspectives, and points out that each phase also has its own aim within the context of the complete model. Phase II deals with studying secondary geographic sources. The objective is to order obtained knowledge and insights by studying the theme in breadth and depth. Phase III, development of the concepts structure, forms the hard core of the information processing model. Phase IV, designing an information structure, is divided into two subphases: designing a global information structure and designing a specific information structure. This includes delineating information content and sequence and formulating exercises and tasks. Phase V, realization, is the phase in which the project received its final form. Phase VI is evaluation. An explanation of three distinctive features of the model concludes the document. (CK)

ED 187 619 SO 012 591

Falk, Richard A.

A World Order Perspective on Authoritarian Tendencies. World Order Models Project. Working Paper Number Ten.

Institute for World Order, New York, N.Y.
Pub Date-80
Note-70p.; Maps throughout document may not reproduce clearly from EDRS in paper copy.
Available from-Institute for World Order, Inc., 777 United Nations Plaza, New York, NY 10017 ($1.50, quantity discounts available)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Authoritarianism, Capitalism, Developed Nations, Developing Nations, Global Approach, *Government (Administrative Body), *Political Science, Socialism, Totalitarianism

This paper discusses five main patterns of authoritarian government rule that are currently prominent in international society. The first pattern is Brazilianization'' which has evolved as a model for rightist, capitalist elites in the more industrialized countries of the Third World (e.g. Iran, Indonesia, and Argentina). A common feature of these countries is to seek integration into the world trade and money markets including a receptivity to multinational corporations. The paper then turns to a discussion of Leninization'' which is manifest in every Third World socialist society whether it looks to Moscow, Peking, or itself for primary guidance. A third kind of authoritarian tendency examined is Praetorianization'' which occurs in conditions of relatively little industrial development. Such governance patterns can be linked with either capitalist or socialist states but are characterized more by the praetorian exercise of state power than by the ideological orientation of the regime. Following this is a brief appraisal of an authoritarian tendency in the social North known as Stalinization.'' Here, the central phenomenon is the persistance of Stalinist modes of rule in the Soviet Union and its East European allies. A short discussion then follows about the fifth pattern Trilateralization'' and the loss of confidence in the capacity of democratic governance to do the job in the developed countries of North America. The paper concludes with a discussion of the linkage of these five authoritarian tendencies to world order prospects. (Author/RM)

ED 187 620 SO 012 598

Nappi, Andrew T., Ed. Suglia, Anthony F., Ed.

Economic Education Experiences of Enterprising Teachers. Volume 17. A Report Developed from the 1978-79 Entries in the International Paper Company Foundation Awards Program for the Teaching of Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date-80

Note-108p.; For a related document, see ED 173 252.

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($2.00, $1.60 for 10 or more)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting, Business, Class Activities, Concept Teaching, Consumer Economics, *Economics Education, Educational Objectives, Educational Television, Elementary Secondary Education, *Fundamental Concepts, Instructional Innovation, *Interdisciplinary Approach, Investment, *Learning Activities, Marketing, Money Management, Physical Disabilities, Program Descriptions, Simulation, Social Studies, *Teacher Developed Materials, *Teaching Methods

Sixteen award-winning teacher-developed programs, projects, courses, and materials in economics education are presented. The projects are designed for use in primary, intermediate, junior high, and senior high schools and are organized into four chapters. Chapter I suggests ways to teach economic concepts in grades K-3. Projects include an auction conducted by students, a classroom toystore in which items are purchased with play money, a field trip based on the story, The Little Red Hen,'' and a year-long third grade project for teaching basic economic ideas through communication. Chapter II, for grades 4-6, focuses on establishing a classroom city,'' an economic study centered around energy, a study of industry, and a study of the economic history of the Brandywine River in Delaware. Chapter III offers projects for junior high school students through incorporation of the instructional television series Trade-offs,'' an interdisciplinary program in social studies and mathematics, a disco survey'' of the economic impact of American teenagers in the marketplace, and formation of a business in a classroom of physically handicapped students. Chapter IV, projects for high school students, includes marriage and childrearing simulations to help students learn how to design rational goals for living, a joint educational effort by bankers and educators, a mock corporation formed by students, and an inquiry approach to the Great Depression. For each project the grade level, project background, time allotment, objectives, activities, and evaluation are provided. (KC)

ED 187 621 SO 012 599

O'Neill, James B.

Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics: United States History (Secondary).

Joint Council on Economic Education, New York, N.Y.

Pub Date-80

Note-125p.; For a related document, see ED 148 648.

Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($5.00, 10 or more copies, $4.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Activities, Colonial History (United States), *Concept Teaching, Curriculum Guides, Economic Factors, Economics, *Economics Education, Government Role, Industry, Instructional Materials, Interdisciplinary Approach, Labor Market, Lesson Plans, Secondary Education, *United States History

This guide contains 13 concept-based lessons in economics for use in secondary U.S. history courses. One component of a two part publication, the guide demonstrates how the conceptual structure of the economics discipline presented in the first publication (ED 148 648) can be used to help students develop basic economic concepts. Each lesson is self-contained. Students read and discuss short readings, analyze tables and maps, write essays, and take part in simulations. Lessons 1 through 3 deal with the Colonial Period. Lesson 1 applies the concept of scarcity of the factors of production to topics such as the hardships faced by the pilgrims and the use of indentured servants. Lesson 2 deals with the concept of opportunity costs. In lesson 3 students study voluntary trade, interdependence, and specialization. Lesson 4, on the Jacksonian Period, requires that students explore the meaning and function of money. In lesson 5 Westward Expansion'' students learn how economic incentives play a central role in explaining human behavior. The concept of comparative advantage is introduced in lesson 6, Interregional Trade.'' Late 19th Century labor market conditions are examined in lesson 7. The concepts of competition, the market structure, and economies of scale are explained in lesson 8, The Growth of the Corporation'', and in lesson 9, Changing Structure of American Industry.'' Lesson 10 treats government regulations. Lessons 11 and 12 discuss the role of government in the economy before and during the Great Depression. In lesson 13 students examine various forms of government intervention and their effects on the free functioning of market forces. (Author/RM)

ED 187 622 SO 012 602

Kepner, William R., Jr.

Teaching Future Studies to Secondary School Students: A Curriculum.

Pub Date-Aug 79

Note-82p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Change, Decision Making, *Elective Courses, *Futures (of Society), Global Approach, Grade 12, Life Style, Long Range Planning, Resource Materials, Secondary Education, Social Change, *Social Studies, Teaching Guides, World Problems

This publication describes a semester-long course developed for teaching future studies to secondary school students. The course is designed as a senior high social studies elective. Objectives are to help students recognize that change will occur, that change in one area will affect other areas, that the future can be influenced, and that they can help create a more desirable future. To implement the course teachers must purchase or have access to print and non-print publisher available materials. Students are involved in many classroom discussions, view films and slide shows, read journal articles, play games, and participate in many group projects. Two ongoing activities which take place throughout the course involve students in one, keeping a journal in which they react daily to activities and ideas, and two, developing a cross impact matrix on weekly topics. The course consists of five units. The first unit is an introductory unit which increases student awareness of future studies and future thinking. In the second unit students examine population growth, pollution, energy problems, and other concerns of a global nature. Students are introduced to urban planning and the nature of formal forecasting efforts in the third unit. Unit four deals with highly personal choices and decisions the students may have to make in their own lives. In the fifth unit alternate life styles and the need for changing institutions and laws to meet changing times are explored. Also included in the publication is a bibliographic essay citing resource materials for teachers. (Author/RM)

ED 187 623　　SO 012 604

Leming, James S.

On the Limits of Contemporary Moral Education: Psychological and Sociological Perspectives.

Pub Date-Apr 80

Note-37p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Theories, *Cultural Influences, Developmental Stages, Educational Needs, *Educational Objectives, Educational Practices, Elementary Secondary Education, *Ethical Instruction, School Role, *Social Influences, Socialization, Social Studies, Teacher Role, Values Clarification, *Values Education

The paper explores reasons for the failure of contemporary approaches to moral education and suggests an alternative based on theories of prosocial behavior. Prosocial behavior comprises actions intended to aid another person or group of people without the actors' anticipation of external rewards. Cultural and social factors appear to be most directly linked with prosocial behavior; that is, such behavior is likely to be learned as the child experiences models, expectations, and reinforcement. However, assumptions of current moral education approaches tend to ignore the cultural and social factors. These programs (values clarification, cognitive development, and rational analysis) emphasize the development of decision-making and reasoning skills and independence and autonomy. Lack of specific moral content and of student evaluation also characterizes current practices. An alternative approach is based on Durkheim's (1975) view that the goal of moral education is to develop the elements of morality: discipline, attachment to groups, and autonomy (a self-chosen sense of the good and one's duty). Implications are that a criterion for recruitment should be based on personal characteristics which make a potential teacher a significant role model, the school atmosphere should involve group orientation, and the curriculum should stress that there are certain givens concerning moral life. Problems relevant to this approach should also be examined: indoctrination, cultural relativism, and moral conflict. (Author/KC)

ED 187 624 SO 012 606

Lingens, Hans G. Lingens, Barbara

Education in West Germany: A Quest for Excellence. Fastback 140.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Spons Agency-Phi Delta Kappa, Los Angeles. Univ. of Southern California.
Pub Date-80
Note-45p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available)

Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Children, *Comparative Education, Curriculum Development, Educational Change, *Educational History, Educational Needs, Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Workers, Higher Education, Preschool Education, Special Education, Teacher Education, Technical Education, Vocational Education
Identifiers-*West Germany

The German educational system consists of schools for general education, vocational schools, technical colleges, and universities. Preschool education for children ages 3-5, one of the major areas for reform efforts, is a private enterprise supported by churches, industry, and individuals. The number of preschools needs to be increased and the training of personnel updated. The character and structure of Germany's primary school education, which includes grades 1-4, has changed from a folk-oriented curriculum to one in which subject matter is taught in separate courses. Following primary school, there are four secondary Level I schools encompassing grades 5-10 which are open to children: 1) the main school (Hauptschule) which teaches students about their cultural heritage and provides them with citizenship skills; 2) middle school (Realschule) which prepares students for jobs in areas such as agriculture, commerce, and government; 3) academic secondary schools (Gymnasium) which prepares students for university study; and 4) comprehensive schools (Gesamtschule), a laboratory for educational reform where students choose subjects according to their interests and abilities. At the upper level of the secondary school or Level II students prepare for the university or take specialized courses in vocational or technical education. The tertiary level of education includes universities and institutes of higher education. The publication also discusses the development of new curricula (the most important task of educational reform in Germany today), teacher education, and how the educational system treats the children of foreign workers. (Author/RM)

ED 187 625 SO 012 609

Newland, Kathleen

Women, Men, and the Division of Labor. Worldwatch Paper 37.

Worldwatch Inst., Washington, D.C.

Pub Date-May 80

Note-43p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00, quantity discounts available)

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developed Nations, Developing Nations, *Employed Parents, *Employed Women, Feminism, Flexible Working Hours, *Labor Force, Males, *Sex Discrimination, Sex Fairness, Sex Role, Social Values, World Problems

Because of the vital elements of economic life that national accounts often leave out, great skepticism should be attached to the use of GNP as a measure of country's well-being. National accounts in both developed and developing nations consistently overlook and undervalue work done by women, whether in the subsistence sector, the informal labor market, or the household. As a result, many hardworking women are classified as not economically active.'' During the past three decades women have entered the formal labor force in unprecedented numbers. However, women workers in both rich and poor countries are subject to occupational segregation which fragments the labor market into stereotypically masculine and feminine jobs. The trend toward greater participation in paid labor on the part of women has not been matched by an increased involvement of men in unpaid work. Women have campaigned for equality in the labor force and public life, but men have not made an issue of equal access to housework and home life. Numerous serveys have examined the way men and women spend their time and findings on working women's disproportionate share of the total work load are remarkably uniform, whether one examines developed or developing countries, capitalist or socialist economies, agricultural, or industrial societies. For families in which both adults work for pay, solutions to the problem of the woman's double day include delegating some household responsibilities to persons outside the family and sharing the total workload more equitably among family members. (Author/RM)

ED 187 626 SO 012 610

Hoopes, David S.

Intercultural Education. Fastback 142.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Spons Agency-Saskatchewan Univ., Saskatoon.
Pub Date-80
Note-38p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, quantity discounts available)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cross Cultural Studies, *Cultural Awareness, Cultural Pluralism, Educational Needs, Elementary Secondary Education, Foreign Culture, *Global Approach, Higher Education, International Education, International Relations, International Studies, Objectives, Problems, Teaching Methods, World Affairs

This document discusses current goals, problems, priorities, and curricular approaches to intercultural education. Traditionally, international education looked at the world in segments. It stressed gathering information about separate cultures and analysis of power relationships. Now, however, the concept of a global society is emerging. One recent event that made people realize that the world is interdependent was the oil embargo. In order to understand why the Arabs behaved as they did we had to find ways to see the world from their perspective. The ability to project oneself into the mind of another is a critical skill which intercultural education must teach to help people move from the local or microculture to the national or macroculture to the global culture. Broadly speaking, the aim of intercultural education is to prepare students to cope with global interdependence and cultural pluralism which involve relationships, events and forces that cannot be contained within old national or cultural boundaries or fit old definitions of how intercultural and ethnic groups relate to each other. Problems facing intercultural education include deeply embedded assumptions about cultural values and resistance from some segments of educational leadership. Priorities in the field include the development of specialists and the introduction of intercultural education experience into teacher training courses and research. Some classroom curricular approaches now focus on world issues, global concepts, cultural and value awareness, and experiential learning. (Author/RM)

ED 187 627 SO 012 611

Cassidy, Keith M.
John Dewey and the Problem of Authority.
Pub Date-80
Note-21p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Authoritarianism, *Democratic Values, Educational History, *Educational Philosophy, *Educational Theories, Elementary Secondary Education, *School Role, Social Change, *Teacher Role
Identifiers-*Dewey (John)

The ideas of John Dewey illustrate the American conflict between democratic principles and authority. Dewey denied opposition between freedom and authority and suggested that the issue was the union of the two principles. He defined authority as stability of social organization which gives direction and support to individuals. For Dewey, any new system of authority had to be voluntary and cooperative, internal to the individual, and not imposed on him. He suggested that the search for a new kind of authority should be modeled after the field of science. An examination of Dewey's educational philosophy reflects the difficulty of his theory. Dewey rejected both the internalization of moral absolutes and the teaching of automatic subordination to bureaucratic control. The role of the school, however, was to manipulate the child to ensure a uniformity of outlook and a widely accepted authority. The school was to function as an instrument of social change and the teacher as a social engineer. He assumed the superiority of his standards to those of parents. While the sincerity of Dewey's devotion to democracy is obvious, it must be pointed out that while he calls for teacher participation in educational decision making, he does not devote equal time to the public's right to control the schools. In conclusion, despite his efforts to transcend the conflicts of the American tradition, the conflicts were evident in his work. (Author/KC)

ED 187 628 SO 012 612

Green, Donald Eugene

The Organization, Preparation, and Presentation of a Course or Program in a Foreign Environment.

Pub Date-79

Note-6p.; Paper presented at Annual Meeting of the National Council for Geographic Education (Mexico City, Mexico, October 31-November 4, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, *Geography Instruction, Higher Education, *International Education, *Program Development

The author notes the lack of geography courses offered in international educational programs and suggests that geographers work toward correcting the deficiency. Suggestions include becoming informed about international education, volunteering for exchanges, offering to team teach with historians, and creating relevant courses. Planning for the unexpected is also essential. (KC)

ED 187 629 SO 012 613

Curricular Dimensions of Global Education.

Pennsylvania State Dept. of Education, Harrisburg.; Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-79

Note-242p.

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Art Education, Curriculum Design, *Curriculum Development, Early Childhood Education, Educational Environment, *Educational Objectives, Elementary Secondary Education, Environmental Education, *Global Approach, Health, Health Education, *Interdisciplinary Approach, Mathematics Instruction, Multicultural Education, Nutrition, Nutrition Instruction, School Administration, Science Education, Second Language Instruction, Social Studies, *Teaching Methods

The document discusses the curricular implications of global studies for teachers of all subjects and grade levels, emphasizing that the global approach can facilitate the integration of knowledge. The purpose is to help educators become aware of the implications that global studies have for their special interests. It is presented in 12 chapters. Chapter I describes a model of an interdisciplinary global studies course. Chapter II presents an overview of global education in the United States. Chapter III offers ways to integrate science and other curriculum areas to present a realistic world picture. Chapter IV discusses the implications for early childhood education with special reference to the Year of the Child. Chapter V delineates four goals which multicultural education and global studies have in common. Chapter VI clarifies the problem of applying arts to global studies. Chapter VII recommends action in the area of foreign languages. Chapter VIII uses a case-history approach to the curricular implications of global education in regard to school administration, structure, and climate. Chapters IX and X present key concepts from the fields of health and nutrition and social studies that provide the critical issues for global studies. The concluding chapters suggest a variety of teaching strategies in the areas of mathematics and environmental concerns. (CK)

ED 187 630 **SO 012 614**

Preston, Robert M.
Career Counselling the Graduate History Major.
Pub Date-7 Mar 80
Note-21p.; Paper presented at Annual Meeting of the Missouri Valley History Conference (Omaha, NE, March 7, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Counseling, *Employment Opportunities, Graduate Study, Higher Education, *History, *Majors (Students), Managerial Occupations, Nontraditional Occupations, *Student Needs

Employment opportunities for history majors are discussed. The author contends that historians have been brainwashed into believing that they are fit only to be college professors. However, the practice of history academic setting (public history) involves management of industrial corporations, formulation of public policy, and the preservation of cultural resources. Sources of employment include government, business, museums, archives, libraries, newspapers, and broadcasting organizations. The need exists to articulate clearly to government and corporate leaders the value of an education in history. The historian should stress skills developed in history courses: the ability to know where to find information, to absorb large quantities of information quickly, to appreciate a variety of viewpoints, to communicate clearly, and to meet deadlines. One should also consider whether to major exclusively in history or to earn a master's degree in history and one in some other field such as archival work, conservation science, or business administration. The conclusion is that the history major must be flexible and creative in seeking a career. (Author/KC)

ED 187 631 SO 012 615

Detzner, Daniel F.

Growing Old in Public: A Modular Teaching Unit on Stereotypes.

Pub Date-Mar 80
Note-13p.; Paper presented to the Annual Convention of the Association for Gerontology in Higher Education (6th, Denver, CO, March, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advertising, *Age Discrimination, *Attitude Change, Gerontology, Higher Education, *Mass Media, *Negative Attitudes, *Older Adults, Secondary Education, *Social Attitudes, Sociology, Units of Study

A college level unit which investigates stereotypes of aging in the United States is described. The three-class unit serves as an introduction to the study of social gerontology. Its purpose is to address issues of negative stereotypes of old age reinforced by the media and by our cultural roots; the lack of knowledge about the normal changes that occur with age; and the special responsibility of the media to portray an informative and realistic picture of all groups and life stages. During the first class, students define and discuss commonly accepted stereotypes. Class two focuses on how the media reinforces negative stereotypes in children's books, popular magazine cartoons and advertisements, short stories, television, films, and poetry. Students analyze slides of magazine advertisements to determine projected images, reinforced stereotypes, and implied messages about old age and discuss how the message could be written to portray a more realistic image. The final class period is a presentation of the factual realities of aging. Emphasis is placed on the diverse realities of old age in the United States. (KC)

ED 187 632 SO 012 616

Bouvier, Leon F.

America's Baby Boom Generation: The Fateful Bulge. Population Bulletin. Vol. 35, No. 1. April 1980.

Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Apr 80
Note-38p.; Photographs and charts may not reproduce clearly from EDRS in paper copy.
Available from-Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, DC 20036 ($2.00, quantity discounts available)
Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Birth Rate, *Demography, Futures (of Society), Housing Needs, *Population Growth, *Population Trends, Social Influences, Socioeconomic Influences, Tables (Data), Trend Analysis, Unemployment
Identifiers-Social Security

This bulletin examines the baby boom, its causes, its size, and its impact on U.S. society. Nearly 42 million births occurred in the U.S. from 1955 to 1964. Several reasons are given for this baby boom which interrupted a century long fertility decline. Demographically the primary causes were more people marrying and having at least two children at earlier ages. Economic conditions were favorable. The demand for labor was high and the young people entering the job market were few. Sociological causes of the baby boom were the pervasive pro-marriage, pro-housewife, pro-natalist forces prevalent at that time. To accomodate the baby boom generation, school and college facilities expanded enormously in the 1960's and early 1970's. Unemployment and crime rates rose and subsided with the passage of this generation through late teenage and early adulthood. In the 1980's with the bulk of the baby boom generation aged 20-30, housing demand will remain high and annual birth numbers will increase even if the rate of childbearing hovers below replacement level at about 1.8 births per woman as it has since 1974. Per capita earnings and overall labor productivity should improve as the baby boom group settles into experienced middle age in the 1990's. Society's greatest challenge will come as this generation reaches retirement age. The 65 and over population will nearly double from 31 million in 2000 to almost 60 million in 2030. The ratio of active workers paying into the Social Security pool to elderly beneficiaries will fall drastically. (Author/RM)

Goffman, Erving
Gender Advertisements.
Harper and Row, Publishers, Inc., New York, N.Y.
Pub Date-79
Note-84p.
Available from-Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, NY 10022 ($4.95)
Pub Type- Books (010) - Non-Print Media (100)
Document Not Available from EDRS.
Descriptors-*Advertising, *Females, *Males, *Sex Role, *Sex Stereotypes, *Social Attitudes, Social Behavior, Social Structure, Social Values

A heavily illustrated discussion of the ways in which men and women are portrayed in advertisements is presented. The three essays which precede the 56 pages of illustrations discuss gender expressions, characteristics of public and private pictures, and gender commercials. The author notes that advertisements do not depict how men and women actually behave; rather, they serve the social purpose of convincing us that this is how women and men are, want to be, or should be. Such an orientation accomplishes the task a society has of maintaining order. The accompanying pictures illustrate that: (1) a woman is taller than a man only when the man is her social inferior; (2) a woman's hands are seen just barely touching or caressing never grasping or manipulating; (3) when a photograph illustrates instruction, the man is always instructing the woman; (4) when an advertisement requires someone to sit or lie on a bed, the person is almost always a woman or child; and (5) women are repeatedly shown mentally drifting from the scene while in close physical touch with a man. Also, the author makes a connection between the image of women and the behavior of children. Women are often posed acting and looking like children. Finally, the author points out that whatever a man is wearing in an advertisement, he wears seriously, whereas whatever woman is wearing appears as a costume. When we see a woman wearing formal or informal, business or sports clothes, we feel that we are watching a model play-acting. (Author/KC)

ED 187 634 SO 012 618

Consumer Education: It's a Basic.

National Association of Secondary School Principals, Reston, Va.
Pub Date-Mar 80
Note-13p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($0.50 single copies, quantity discounts available).
Journal Cit-NASSP Curriculum Report; v9 n4 Mar 1980
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, Curriculum Development, *Economics Education, Educational Objectives, Organizations (Groups), Program Descriptions, Secondary Education, State of the Art Reviews, Teaching Methods

The report discusses and defines consumer education for high school students, describes various consumer education school programs, annotates available sources and resources, and notes several issues needing attention. Consumer education is defined as an effort to prepare students for participation in the marketplace by imparting the understandings, attitudes, and skills which will enable them to make rational and intelligent decisions. The purpose is to help students deal effectively with their contemporary problems, and to prepare them to cope with the problems they will meet in the years ahead. Four broad content areas are included: consumer decision making, economics, personal finance, and rights and responsibilities. The report notes the increasingly important role of consumer education in the schools, and describes high school programs from various states. It also briefly lists teaching strategies and learning activities and describes teacher sources and resources. Consumer education issues still to be resolved include a need for cooperative curriculum planning, a need to identify basic competencies, a need to keep a balanced view of the consumer vs. the producer, and a need to reach beyond just buying and selling into more abstract aspects of consumer education. (CK)

ED 187 635 SO 012 619

Supplement to Art for Elementary Schools.
Montgomery County Public Schools, Rockville, Md.
Pub Date-80
Note-117p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Art Activities, *Art Education, *Concept Formation, *Creative Activities, Elementary Education, Mathematics, Music, Outdoor Education, Sciences, Social Studies

The document provides art activities for the classroom teacher who is not an art specialist. It contains activities which supplement experiences provided by the art teacher as well as activities designed to measure the achievement level of students in concept skills related to art and the principles of design. The supplement is divided into three sections: K-2, 3-4, and 5-6. Within the sections, activities are organized according to early childhood, language arts, mathematics, music, science, social studies, and outdoor education. Activities for grades K-2 include shadow puppets, finger painting, drawing from auditory memory, and making yarn flowers. In grades 3-4, students learn about primary and secondary colors, mix paint to obtain different values, create paper mache characters, and make a flipbook. Activities for grades 5-6 include designing a colonial quilt, making skeletal leaf rubbings and skeletal sculpture, drawing portraits, producing etchings, creating a Japanese rock garden, examining social commentary in painting, drawing caricatures, creating designs associated with sound, and examining the human figure in art history. An extensive glossary, a classification of art terms, and a bibliography of books and films are included. (KC)

ED 187 636 SO 012 620

Ryba, Raymond, Ed. Robinson, Brian, Ed.

Aspects of Upper Secondary Economics Education in E.E.C. Countries.

Economics Association, London (England).

Pub Date-77

Note-178p.

Available from-The Economics Association of Great Britain, 18 Cedar Road, Sutton, Surrey, England SM2 5DF ($12.68 American)

Pub Type- Books (010) - Collected Works - Proceedings (021) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Business Education, *Comparative Education, Conference Papers, Deduction, *Economics Education, Educational History, *Educational Practices, *Foreign Countries, Induction, Secondary Education, Social Sciences, Teacher Education, Teaching Methods

Identifiers-Denmark, France, Great Britain, Ireland, Italy, Netherlands

This publication contains a sampling of conference papers delivered at the first European Economic Community (E.E.C.) Working Conference on Economics Education held at St. Ignatius University, Antwerp in September, 1976. Invited representative participants from the nine E.E.C. countries met to discuss common problems relating to economics in upper secondary education. The book is divided into five sections. Part I consists of a background paper on the evolution of economics education in E.E.C. countries. Part II deals with Economics in the Curriculum.'' The papers explore the role of economics in Danish interdisciplinary social science courses, provide an Irish view of the relationship between economics and business studies, and discuss the Italian experience in grappling with the first stages of the introduction of economics into the upper secondary general education curriculum.

Inductive and Deductive Methods of Teaching Economics'' is the topic of Part Three. Speakers from France, the Netherlands, and Great Britain explore the debate. The papers in Part IV discuss the preparation of economics teachers. Surveys of British and French practice and a detailed case study of Flemish Belgian practice in the teaching of economic teachers are provided. The final section of the book, Part V, includes an account of the origins of the Antwerp Conference, a comprehensive summary of its proceedings, and details of plans for future meetings. (Author/RM)

ED 187 637 SO 012 621

Fuller, Gary, Ed.

A Curriculum Guide for Population Geography.

Hawaii Univ., Honolulu. East-West Center.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Oct 78
Note-137p.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Cartography, Case Studies, Curriculum Guides, Demography, Developing Nations, Educational Innovation, Family Planning, Graphic Arts, Higher Education, *Human Geography, Labor Force, Migration, Mobility, *Population Education, Population Growth, Population Trends, Urban Problems
Identifiers-Asia

Geographers from Asian nations, the United Kingdom, and the United States wrote this population geography curriculum guide to help universities in developing nations of Asia increase the amount of population-oriented materials in their undergraduate curricula. The developers do not advise that the guide be used in its entirety for a single course. The material in the guide easily can be incorporated into existing courses in human geography at all university levels and in cartography and quantitative offerings. The developers note in the introduction that although several excellent textbooks are available in the field, they have not stressed many of the themes that are prominent in this guide. For example, a section on family planning programs attempts to identify the geographer's role in population studies, a role that has been neglected in the past. Another section on remote sensing and cartography provides a modern view of the role that geographic tools can play in future developments. The guide contains background readings and references on a variety of topics. A case study approach is sometimes used. The topics presented are: analysis of the spatial concentration of population; demography of early populations and the Boserup thesis; human and social resource analysis in population geography; migration and mobility; urban population problems; labor force mobility in Asian countries; the contribution of geography to family planning research; and graphical displays and remote sensing. (Author/RM)

ED 187 638 SO 012 622

Nelson, Don A.

What Are We Preparing Our Students To Do?

Pub Date-80
Note-8p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bachelors Degrees, *Careers, *Curriculum, Employment Opportunities, Employment Qualifications, Higher Education, Job Training, *Psychology, *Student Needs, Undergraduate Study

The paper outlines issues and needs of students who pursue psychology related careers at the bachelor's level. Issues include teaching of job skills at the undergraduate level, student maturity at the bachelor's level, the demand for clinical skills, employment prospects, traditional psychology curricula, and the extensiveness of requirements. Conclusions are that (1) students should be taught generalized skills such as interviewing, group leadership, and behavior modification techniques; (2) the key ingredient to producing a mature student is individualized supervision and coursework emphasizing professional ethics; (3) clinical training is best left at the graduate level; and (4) field experience opportunities should be available to undergraduate students. Also, the curriculum should stress analytic thinking and methodological skills for the purpose of employment enhancement and in order for the student to understand the evolving nature of psychological applications. (Author/KC)

ED 187 639 SO 012 623

McIntyre, Pat Kern

Study and Teaching Opportunities Abroad: Sources of Information about Overseas Study, Teaching, Work, and Travel.

Office of Education (DHEW), Washington, D.C.

Report No.-OE-79-19301

Pub Date-80

Note-39p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.00, Stock No. 017-080-02063-7).

Pub Type- Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Evaluation Methods, Guides, Higher Education, International Educational Exchange, *Overseas Employment, *Student Exchange Programs, *Study Abroad, *Teacher Exchange Programs, *Travel

This booklet provides current information about opportunities for study, teaching, research, travel, and work abroad. A reference source, the booklet does not answer specific questions, but refers persons to the most appropriate sources of assistance. Information is included on programs administered by the Division of International Education; by the Office of Education; by other federal, state, or local agencies; or by a wide variety of private institutions and organizations. There are six parts to the booklet. Part 1 briefly describes some of the major public and private organizations and agencies helpful to those thinking about undertaking an educational experience abroad. In Part 2, Study Abroad,'' the private organizations that conduct summer, semester, academic, and one year exchange programs for high school students are described. Ways to evaluate overseas study travel programs are examined in Part 3. The topic treated in Part 4 is federal financial assistance for postsecondary overseas study and research. Part 5 cites sources to contact for those interested in teaching abroad. Sources of information about travel and work opportunities are contained in Chapter 6. A bibliography of selected reference materials is included in the Appendix. (Author/RM)

ED 187 640 SO 012 624

Whitaker, Donald P. And Others

Area Handbook for the KHMER Republic (Cambodia).

American Univ., Washington, D.C. Foreign Area Studies.

Report No.-DA-Pam-550-50

Pub Date-73

Note-395p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($5.95)

Pub Type- Books (010) - Information Analyses (070)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Agricultural Production, *Area Studies, Art, Comparative Education, Cross Cultural Studies, Cultural Background, Economics, *Foreign Countries, Foreign Culture, History, Industry, International Relations, International Studies, Language, Living Standards, National Defense, Political Issues, Politics, Religion, Social Systems, Transportation

Identifiers-*Cambodia

This handbook, one of a series designed to be useful to the military and others with an interest in foreign affairs, contains basic facts about the social, economic, political, and military institutions and practices of Cambodia. There are four major sections to the handbook. Section one describes the general character of the society and examines the physical environment and population, the history of the country, the social system, living conditions, language education, artistic and intellectual expression, and religion. Section two looks at the governmental system, political dynamics, and foreign relations. In section three the character and structure of the economy, agriculture, industry, trade, and transportation are examined. National defense and internal security are the topics treated in section four. An extensive bibliography of other published sources is provided. (Author/RM)

ED 187 641 SO 012 625

Hersh, Richard H. And Others
Models of Moral Education: An Appraisal.
Longman, Inc., New York, N.Y.
Pub Date-80
Note-212p.
Available from-Longman Inc., 19 West 44th Street, New York, NY 10036 ($6.95 paper copy)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Educational Needs, Elementary Secondary Education, *Ethical Instruction, Higher Education, *Models, *Moral Development, Social Action, Values, Values Clarification, *Values Education

This book examines six models of moral education: rationale building, consideration, values clarification, value analysis, cognitive moral development, and social action. The public is demanding that schools become increasingly involved in moral education. More than two thirds of the respondents to 1975 and 1976 Gallup polls on education stated that schools should take on a share of the responsibility for the moral development of their students. Because of the complexity of moral education, no one educational model is sufficient. However, the collective strengths of various models can provide the foundation for a comprehensive program in moral education. The six models described were chosen because each has been used extensively in the public schools and because they are mutually complementary. The rationale building model is primarily concerned with the realm of judging. The consideration model stresses the importance of caring as distinct from judging. Values clarification sees moral education more in terms of promoting self-awareness and self-caring than in solving moral problems. Value analysis helps students learn a highly systematic, step-by-step process for making moral decisions. The overall aim of the cognitive moral development approach is to help students think through moral controversy in increasingly clear and comprehensive ways. The social action model, which has been called the Ralph Nader version of moral education, makes citizen action for change the main focus of the curriculum. (Author/RM)

Hyman, Herbert H. Wright, Charles R.
Education's Lasting Influence on Values.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-79
Note-161p.
Available from-Marketing Department, University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637 ($12.50 hardbound)
Pub Type- Books (010) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Adults, *Education, Educational Research, Moral Values, *School Role, Social Values, *Values

This book examines the long-term effects of education on the values of adult Americans. To measure education's lasting effects the authors did a secondary analysis'' of national attitude surveys that had been conducted in four time periods from 1950 to 1975. Thirty-eight surveys that included 45,000 white adults from 25 to 72 years of age were evaluated. The data shows that education produces large and lasting good effects in the realm of values. The following values are more prevalent among adults who have gone to high school than among those who have not gone beyond elementary school: civil liberties for both the orthodox and the nonconformists; due process of law; freedom from the constraints of arbitrary laws in personal and social relations; freedom for the flow of not only innocuous but also controversial information; equality in the social, economic, and political spheres; humanitarianism or measures to reduce pain, injury, suffering or deprivation; and placing a higher valuation on morals or good conduct toward others than on manners. This profile of values is most prevalent among those who have gone to college. The book also comments on parallels between this study and an earlier study conducted by the authors entitled The Enduring Effects of Education'' which presents strong evidence showing that retention of knowledge and the continued propensity to seek new knowledge are directly related to the number of years spent in school. (Author/RM)

Fry, Earl, Ed. And Others

Canadian Studies Teaching Strategies and Resources for Use at the Secondary Level.

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
Spons Agency-Department of External Affairs, Ottawa (Ontario).; New York State Education Dept., Albany.
Pub Date-Mar 80
Note-179p.; Certain reprinted sections and maps throughout original document may not reproduce clearly from EDRS in paper copy; Figures 4.9-4.12 and 5.8 were removed by ERIC due to small print size.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Canada Natives, *Cultural Awareness, *Ethnic Groups, Federal Government, Females, *International Relations, Local Government, Males, North American History, *Official Languages, *Regional Characteristics, Resource Materials, Secondary Education, Sex Role, Social Studies, Teaching Methods
Identifiers-*Canada

Five units on the culture, language, ethnic background, and characteristics of Canada are provided for the secondary school teacher. The guide is intended as the companion text to the publication entitled Canadian Studies: A Syllabus'' which is being prepared by the New York State Education Department. Each unit contains teaching strategies, reproducible visuals, and lists of resources from which teaching materials can be obtained. Unit I, Regionalism, examines the size, landforms, climatic conditions, and vegetation of Canada. Students also compare Canada with other countries. Unit II, The French Fact, is presented both in English and in French. Reproducible materials include political cartoons and newspaper articles concerning Quebec's move toward separation from the rest of Canada and attempt to adopt French as its official language. In Unit III, the Cultural Mosaic, case studies of ethnic groups and women in Canadian society are presented. Unit IV

focuses on Canadian identity. Readings describe the structure of the national government, trace the development of Canada's federal system, and describe the relationship between national and provincial governments. Unit V discusses the role of Canada in world affairs. Subjects of readings include the controversy over Taiwan's participation in the Montreal Olympics, a speech by Pierre Trudeau, the Alaska pipeline, and corporations in Canada. An extensive bibliography is included. (KC)

Berndt, Arnold, Comp.

Supplement to 1978 Catalogue of Wind and Percussion Solos and Ensembles. American School Band Directors' Association. Research Committee Reports for the Annual Convention (27th, Minneapolis, Minnesota, August 1-4, 1979).

American School Band Directors Association, Great Falls, Va.
Pub Date-Apr 79
Note-171p.; For a related document, see ED 171 614.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reference Materials (130)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Audiodisc Recordings, Audio Equipment, Audiovisual Aids, Bibliographies, Elementary Secondary Education, Higher Education, *Music, *Musical Instruments, Music Education, Reference Materials

This catalogue lists phonograph records which feature solo and ensemble music by wind and percussion instruments. It supplements the 1978 Catalogue of Wind and Percussion Solos and Ensembles'' (ED 171 614). Instruments played on the records include oboe/English horn, flute, clarinet, bassoon, saxophone, trumpet/cornet, French horn, woodwind instruments, trombone, tuba, percussion, and brass instruments. The catalogue is comprised of two parts. Part I lists individual musical compositions according to instrument or type of ensemble. The names of the composer and the soloist and a code are provided for each musical composition. The code identifies the record company from whom the composition may be purchased and enables the reader to know what other compositions are included on the recording. Part II lists albums by instrument or type of ensemble. For each album information given includes the record company's name, the composer's name, and titles of all compositions on the album. (Author/RM)

ED 187 645 SO 012 630

Long, Samuel

Cognitive-Perceptual Factors in the Political Alienation Process: A Test of Six Models.

Yale Univ., New Haven, Conn.

Pub Date-Apr 76

Note-50p.; For a related document, see SO 012 631. Paper presented at Annual Meeting of the Midwest Political Science Association (Chicago, IL, April 29- May 2, 1976).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, *Alienation, Educational Needs, High School Students, *Models, *Political Attitudes, *Political Issues, *Political Socialization, Research Problems

The effectiveness of sex research models which measure adolescents' feelings of political alienation is investigated and discussed and a new model is formulated. The six models include life dissatisfaction, personal depreciation, critical perceptions of political reality, irrational beliefs, perceptions of political threat, and cognitive simplicity (which posits that if the individual attempts to understand the complex political system from a simplistic framework, faulty perceptions which foster feelings of political alienation occur). The sample consisted of 460 senior high school students who answered a self-administered questionnaire which included measures of all six models. Results indicate that the composite measures for the political reality, political threat, and personal depreciation models manifest almost equal influence on adolescents' feelings of political alienation. Also, the life dissatisfaction, irrational belief, and cognitive simplicity models have very little effect on political alienation. Thus, the new model, learned political helplessness, is based on the political reality, political threat, and personal depreciation models. An implication is that learned political helplessness among preadults can be prevented if the adolescent is provided with an experiential basis for believing that his efforts have an effect on the operation of his personal sociopolitical system and that threats from that system can be countered by his personal actions. (Author/KC)

ED 187 646 SO 012 631

Long, Samuel

Political Disenchantment: A Cognitive-Perceptual Theory of Political Alienation.

Yale Univ., New Haven, Conn.

Pub Date-Apr 76

Note-34p.; For a related document, see SO 012 630. Paper presented at Annual Meeting of the Southwestern Political Science Association (Dallas, TX, April 7-10, 1976).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, *Alienation, Educational Needs, High School Students, Models, *Political Attitudes, *Political Issues, *Political

Socialization

An investigation of a cognitive-perceptual model to measure adolescents' feelings of political alienation is reported. The model hypothesizes that fundamental to the political alienation process is a feared actual or potential loss of freedom; this process is called psychological reactance. The sample consisted of 460 senior high school students who responded to a self-administered questionnaire. Measures included political incapability, discontentment, cynicism, and estrangement scales. Results indicated that adolescents express feelings of both political sensitivity and political reactance. The feelings of political threat tended to appear among all adolescents surveyed regardless of their demographic characteristics. Also, it was confirmed that political sensitivity contributes to political reactance which in turn contributes to political alienation. Specifically, political threats which relate to future expectations of well-being and economic satisfaction were most prone to foster feelings of alienation. The reactance theory predicts that when freedom is perceived as threatened or lost, a person should strive to restore or protect it. However, according to the learned helplessness model (see SO 012630), the process terminates at the point of perceived loss of threat to freedom because adolescents have never expected to exert control over the sociopolitical system. This factor may explain the passivity of American youth over the past decade. (Author/KC)

ED 187 647 SO 012 632

Saad, Geti, Ed.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 12, No. 4, 1978. Period Covered October-December 1978.

Spons Agency-National Science Foundation, Washington, D.C. Directorate of Engineering and Applied Science.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-78-53391/4

Pub Date-78

Note-47p.; Not available from EDRS in paper copy due to light and broken print type of original document; For a related document, see SO 012 546.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Curriculum, *Developing Nations, Educational Administration, *Educational Development, Educational Objectives, Elementary Secondary Education, *Foreign Countries, Libraries, Literacy, Native Language Instruction, Postsecondary Education, Science Education, Second Language Instruction, Social Studies, Special Education, Teaching Methods, Technical Education, Womens Education

Identifiers-*Pakistan

This annotated bibliography lists 94 entries of selected educational materials published in Pakistan during the period October-December 1978. Pakistan journals, newspapers, and government publications provide the sources of materials. Items are organized into 27 categories: administration, organization, and financing of education; adult education; comparative education; development of education; educational goals; educational reform; elementary and secondary education; examinations; higher education; languages; libraries; medical education; professional education; psychology; science education; sociology; special education; student problems; teachers; teaching methods; technical education; textbooks; women's education; and a special section on educational planning. An index to authors of the materials concludes the document. (KC)

ED 187 648 SO 012 633

Selected Bibliography of Egyptian Educational Materials, Vol. 4, No. 4, 1978.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-78-59141/4
Pub Date-80
Note-110p.; Not available from EDRS in paper copy due to poor reproducibility of original document; For a related document, see SO 012 547.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Arabic, *Comparative Education, Curriculum, *Developing Nations, Early Childhood Education, *Educational Development, Educational Objectives, Educational Planning, Educational Trends, Elementary Secondary Education, *Foreign Countries, Higher Education, Mathematics Education, Religious Education, Science Education, Teacher Education, Vocational Education
Identifiers-*Egypt

This bibliography contains 142 English language annotations of newspaper, journal, and government publications from Egypt on the topic of education. All items were published in 1978. Annotations are categorized according to 71 topics which include adult education; Arabic language; educational planning, philosophy, administration, objectives, and history; curriculum; children; faculties and universities; nurseries; primary schools; mathematics; religious education; teacher training; textbooks; technical education; and youth education. An author index and list of sources concludes the document. (KC)

ED 187 649 SO 012 634

An Educational Program Dealing with Fire Safety. Curriculum and Resource Guide.

Rhode Island State Dept. of Education, Providence.

Pub Date-80

Note-73p.; Fire Drill Code on back page was removed by ERIC due to poor reproducibility of original document. Best copy available.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Concept Teaching, Drills (Practice), Electricity, Elementary Secondary Education, *Fire Protection, *Learning Activities, Natural Resources, Resource Materials, *Safety Education, *Student Projects, Teaching Methods

A series of activities for fire safety education in grades K-12 is presented. The document is organized into three parts: grades K-3; 4-6; and 7-12. Each activity is preceded by general and specific concepts to be stressed. Concepts for grades K-3 stress usefulness and types of fire, fire drills, the fire fighting profession, and the responsibility of the individual for fire prevention in the home and community. Activities include laboratory experiments, simulations to teach children to crawl under smoke and to ``stop, drop, and roll'' if fire touches them, parent educational meetings, and visits to a fire station. Concepts for Grades 4-6 include the history of fire fighting in America, causes of fires, advantages and dangers of electricity, and home escape routes. Activities involve research, mapping out escape routes, listing flammable items found in the home, and conducting a smoke drill. Concepts for grades 7-12 emphasize learning behaviors to protect and save lives and understanding that carelessness destroys natural resources and that arson and false alarms cause injury or loss of life. Students display electrical materials, write a research paper, learn the elements of a home evacuation plan, and create a collage on the subject of outdoor fires. Appendices include resource materials, a home fire safety check list, and instructions for fire and smoke drills. (KC)

ED 187 650 SO 012 637

Monroe, E. M. Monroe, J. M.

Bible Reading and Prayer in the Public Schools: Their (Il)Legal Status.

Pub Date-Mar 80
Note-13p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Constitutional Law, *Court Litigation, Educational History, Elementary Secondary Education, *Federal Courts, *Public Schools, *Religion, *State Church Separation

Three major Supreme Court cases concerning Bible reading and prayer in the public schools are discussed. The constitutional bases for the court cases are the First and Fourteenth Amendments. The former expresses that Congress may make no laws to establish or to prohibit the free exercise of religion and the latter provides that no state shall deprive any person of life, liberty, or pursuit of happiness without due process of the law. The three Supreme Court cases occurred in the 1960s. Engel v. Vitale tested the constitutionality of a daily student prayer composed by the New York Board of Regents. The Supreme Court contended that the use of daily prayer in the classroom was totally inconsistent with the Establishment clause of the First Amendment. The Schempp v. the School District of Abington Township questioned the validity of a Pennsylvania law requiring the reading of ten Bible verses without comment at the beginning of each school day. Although student participation was not mandatory, the court declared the practice unconstitutional. The Murray v. Curlett case challenged the opening exercises which consisted of reading the Bible and reciting the Lord's Prayer in the Baltimore schools. The Court ruled in favor of professed atheists Madalyn Murray and her son. Reactions from religious leaders included strong support both for and against the decisions. The conclusion is that although the three cases did not end litigation regarding Bible reading and prayer in the schools, they largely determined the precedent in dealing with similar cases. (Author/KC)

ED 187 651 SO 012 638

Lowry, Sheryl E.

Free and Inexpensive Materials in the Elementary School.

Pub Date-Jun 80

Note-17p.; Not available from EDRS in paper copy due to fading ink throughout original. Submitted in partial fulfillment of the requirements for the course Educational Psychology P503 in the School of Education, Indiana University.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Bias, Educational Needs, Elementary Education, *Instructional Materials, *Media Selection, *Propaganda, Research Needs, *School Business Relationship

Identifiers-Free Materials

This annotated bibliography lists 29 documents which evaluate industry/business-sponsored free or inexpensive materials for the elementary schools. The majority of items listed are articles from periodicals although some books are included; with few exceptions, all were published in the 1970s. The bibliography is organized into three groups: those publications which either favor or criticize the use of free or inexpensive materials; those that provide insight into the selection of purchased materials to meet educational objectives; and those that provide background on the industrial-educational relationship. Recommendations are to survey the extent to which teachers are aware of the controversy over the use of free or inexpensive materials and to develop a workshop to help teachers recognize biased materials and nullify propaganda effects of otherwise useful materials. (Author/KC)

ED 187 652 SO 012 639

Thompson, Mark E.

Passionate Intensity As a Disruptive Element in the Educational Process.

Pub Date-79
Note-13p.; For a related document, see ED 177 042.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Needs, *Educational Philosophy, Elementary Secondary Education, *Emotional Adjustment, *School Role, Student Needs, *Teacher Characteristics, *Teacher Effectiveness

Educators must be sensitive to the ways in which their (and other's) passionate intensity can negatively affect the educational process. All of the human components of the educational system (students, teachers, and administrators) are involved in matters that frequently expose the trait of passionate intensity. A positive example is the excitement of learning and exploring with an emotional involvement that is productive, rewarding, and fun. However, several educational issues evoke emotional responses: collective bargaining, teacher unions, competency testing, federal intervention, mainstreaming, and accountability. Intense specialization within a discipline can produce pedantic zealots. Therefore, educators must be reminded that they may be contributing to a repressive atmosphere in their adherence to ideology or zeal for achievement. If the traits of openness, independence, creativity, compassion, thoughtfulness, and flexibility are not fostered, then society is subject to the influence of passionate intensity such as Germany was under Nazi leadership. Educators must recognize the obligation to approach their problems with diligence. A modest, steadfast approach adds stability to a process that frequently strays toward emotional appeals. (Author/KC)

ED 187 653 SO 012 640

McCombs, Maxwell Weaver, David

Voters and the Mass Media: Information-Seeking, Political Interest, and Issue Agendas.

Pub Date-May 77

Note-34p.; Prepared for the American Association for Public Opinion Research (Buck Hill Falls, PA, May 19-22, 1977).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Elections, *Interest, *Mass Media, Newspapers, *Political Issues, *Public Opinion, Social Science Research, Surveys, Television

A study to determine the agenda-setting role of the mass media concerning the political interests of the general public during the 1976 presidential campaign is reported. Agenda-setting refers to the transfer of concerns from the media to the general public. The concept is concerned with cognitions rather than attitudes. It has been stated that while the press may not tell us what to think, it definitely tells us what to think about. The sample consisted of 45 registered voters who responded to nine interviews conducted throughout 1976 and in January 1977. In investigating the relationship between media coverage of issues and the salience of issues to voters, the survey measured the extent to which an individual feels an issue is important to him/her (intrapersonal salience) and the extent to which an issue is discussed by an individual to others (interpersonal salience). Results indicate that participants' use of the mass media increases quickly in the election year, peaking in early spring, then dropping off to a lower plateau for the remainder of the year. Initially, political interest influences media use, but heavy media use in the spring, particularly television news, then stimulates political interest. However, use of newspapers for political information generally is a stronger predictor of both interpersonal and intrapersonal issues. The conclusion is that the agenda-setting role for television is the stimulation of public interest, while the dominant role for the newspapers is setting the agenda of issues. (Author/KC)

ED 187 654 SO 012 641

Forest, Robert F.

The Development of Critical Thinking Skills for Elementary Education Majors at Castleton State College.

Castleton State Coll., Vt.
Pub Date-Oct 78
Note-36p.; A Ed.D. Practicum, Nova University.
Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classification, Cognitive Processes, *Critical Thinking, *Curriculum Development, Data Analysis, Decision Making, Elementary Education, Higher Education, *Inquiry, Learning Activities, Learning Theories, Logical Thinking, Problem Solving, Program Descriptions, *Skill Development, *Units of Study

The document describes a practicum which developed a unit on critical thinking that applied Jerome Bruner's discovery-learning method and also incorporated the unit within the curricular requirements of elementary education majors at Castleton State College in Vermont. It is presented in five sections and an appendix. Section I provides introductory material, including the rationale. Section II explains the background and significance of the practicum, exploring the critical thinking theories of David Wright, Benjamin Bloom, Hilda Taba, Jerome Bruner, and J. Richard Suchman. Section III defines discovery/inquiry learning as finding the regularities of previously unrecognized relations and similarities between ideas with a resulting sense of self-confidence in one's abilities.'' Reasoning competencies/critical thinking skills are defined as processes inclusive of, but not limited to problem solving, classification and organization, making reasoned judgments, and logic.'' Procedures used in developing the miniunit are explained. Section IV lists the results of the practicum, including development of the unit, an increase in students' knowledge of reasoning competencies, and the unit's inclusion in a required education course. Section V examines implications and recommends further research and modifications. The appendix presents the unit, including rationale and objectives, a list of 15 basic reasoning competencies, and 27 possible teaching activities related to each competency. Activities include reports, class visits, map work, classification activities, and dilemma solution. (CK)

ED 187 655 ~~SO 012 642~~

Mednick, Sarnoff A.
Human Nature, Crime and Society.
Pub Date-26 Sep 79
Note-27p.; Address to the New York Academy of Sciences (September 26th, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, *Antisocial Behavior, Behavioral Science Research, *Biological Influences, Crime, *Delinquent Behavior, Intervention, Literature Reviews, Longitudinal Studies, *Moral Development, Recidivism, Social Problems

The paper discusses literature which reports biological factors of criminal behavior and suggests how such biological characteristics might interact with the learning of moral behavior. The first three studies of predelinquent and prerecidivistic criminals measured autonomic nervous system responses to stress. Those who later became delinquent demonstrated somewhat underreactive nervous systems; that is, their pulse rates were lower than individuals undergoing the same stressful situation. The next three studies of families, twins, and adopted children linked genetic factors to antisocial behavior. Studies of antisocial individuals also indicated that presence of hyporeactive nervous systems. The conclusion is that adequate physiological fear is essential to the learning process. For example, fear of punishment leads a child to inhibit his stealing impulse; the person with an underreactive nervous system has a slower response to fear-inducing situations. Implications for these findings involve the predictability of who may later become a serious criminal and the possibility of preventive intervention. However, models of intervention such as behavior-altering drugs and severe punishment are inappropriate. (Author/KC)

ED 187 656 SO 012 644

Kindergarten: Home and Family.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-58p.; For related documents, see SO 012 645-650.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Awareness, Citizenship Education, Consumer Education, Curriculum Guides, Elementary Education, Environmental Education, Ethnic Studies, *Family Environment, *Family Life, *Fundamental Concepts, *Humanistic Education, Kindergarten, Learning Activities, *Multicultural Education, Skill Development, Social Attitudes, *Social Studies, Teaching Methods, Units of Study

Identifiers-Ethnic Heritage Studies Program

The curriculum guide presents a working draft of the kindergarten component of a K-6 social studies program developed by the Allegany County Board of Education in Maryland. Goals and activities relating to ethnic heritage studies; family life; and career, consumer, citizenship, and environmental education are included in each of the seven guides. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of living in a complex society. Specific goals are to develop students' knowledge of social science concepts and skills and to acquire democratic social attitudes. The kindergarten unit emphasizes the student's understanding of himself and his immediate environment in terms of the home and family. It is presented in two sections. Section I lists six concepts: basic human needs and how they are met; the form and function of government and citizens' rights and responsibilities; various ethnic, racial, and cultural groups; effective communication and and cooperation; economic systems; the significance of human experiences; and environmental influences. Subconcepts and suggested teaching methods are included with each concept. Section II states each concept with key questions to be treated, and suggests many learning activities for each. A list of eight types of people to have as class visitors and ten places to visit is included, as well as a glossary, list of basic human needs and feelings, and handouts for duplication. A bibliography briefly annotates over 100 tradebooks, three texts, and ten films and

filmstrips. (CK)

ED 187 657 SO 012 645

Grade 1: School Neighborhood.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-106p.; For related documents, see SO 012 644-650.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Career Awareness, Citizenship Education, Consumer Education, Curriculum Guides, Elementary Education, *Elementary Schools, Environmental Education, Ethnic Studies, *Fundamental Concepts, Grade 1, *Humanistic Education, Learning Activities, *Multicultural Education, *Neighborhoods, Skill Development, Social Attitudes, *Social Studies, Teaching Methods, Units of Study

Identifiers-Ethnic Heritage Studies Program

The curriculum guide presents a working draft of the first grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The first grade unit is presented in two sections. Section I is designed to aid the student in becoming familiar with his school. Activities focus on enabling the children to become acquainted with teacher, staff members, and other children, as well as the school routine. Section II is intended to develop the student's awareness of his role in the neighborhood in relation to his role at home and at school. Activities extend his understanding of group living and compare his neighborhood with one of a different environmental/cultural/ethnic make up. Each section includes 14 key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts for duplication are included. (CK)

ED 187 658 SO 012 646

Grade 2: Communities People. Communities Goods and Services.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-88p.; For related documents, see SO 012 644-650.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Education, Citizenship Education, *Community, Community Cooperation, Community Services, Curriculum Guides, Elementary Education, Environmental Education, Ethnic Studies, *Fundamental Concepts, Grade 2, *Humanistic Education, Learning Activities, *Multicultural Education, Skill Development, Social Attitudes, *Social Studies, Teaching Methods, Units of Study
Identifiers-Ethnic Heritage Studies Program

The curriculum guide presents a working draft of the second grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The second grade unit is presented in two sections. Section I is designed to develop the understanding of organized communities with people who share facilities and responsibilities for the common good. Activities focus on the concept of community and the ways all communities are alike although comprised of different peoples. Section II emphasizes goods and services provided to various peoples in different cultures. It also focuses on the need for cooperation of all who are interested in the welfare of the community. Each section includes key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts are included. (CK)

ED 187 659 SO 012 647

Grade 3: Indians Past and Present. Allegany County Past and Present.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-103p.; For related documents, see SO 012 644-650. Not available from EDRS in paper copy due to poor reproducibility of original document.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Citizenship Education, Consumer Education, Curriculum Guides, Elementary Education, Environmental Education, Ethnic Studies, *Fundamental Concepts, Grade 3, *Humanistic Education, Learning Activities, *Local History, *Multicultural Education, Skill Development, Social Attitudes, *Social Studies, Teaching Methods, Units of Study
Identifiers-Ethnic Heritage Studies Program, *Shawnee (Tribe)

The curriculum guide presents a working draft of the third grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing content and implications. The third grade unit is presented in two sections. Section I studies the Shawnee Indians, covering the way they lived and their contributions to the culture and life style of the settlers of Allegany County. Activities deal with the comparisons of life style of the Woodland Indians and other tribes, as well as American Indians' current concerns. Section II highlights the history and geography of Allegany County, as well as its growth and interrelatedness with other sections of the state and county. Each section includes key questions relating to the topic, and a list of community resource people and places to visit. Some handouts for duplication are included. (CK)

ED 187 660 SO 012 648

Grade 4: Maryland Geography. Maryland History of the Colonial Period.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-99p.; For related documents, see SO 012 644-650. Some pages may not reproduce from EDRS in paper copy due to fading ink throughout original document.

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Education, Citizenship Education, Colonial History (United States), Consumer Education, Curriculum Guides, Elementary Education, Environmental Education, Ethnic Studies, *Fundamental Concepts, *Geography Instruction, Grade 4, *Humanistic Education, Learning Activities, *Multicultural Education, Skill Development, Social Attitudes, *Social Studies, *State History, Teaching Methods, Units of Study
Identifiers-Ethnic Heritage Studies Program, *Maryland

The curriculum guide presents a working draft of the fourth grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The fourth grade unit is presented in two sections. Section I pertains to the geography of Maryland, studying how land forms, bodies of water, natural resources, and climatic conditions affect people in the state. Activities emphasize how environmental and geographical features determine the way people in Maryland live and meet their needs. Section II covers the growth and development of the state during the colonial period, focusing on the goverment and economic system. Activities study the contributions of outstanding citizens and ethnic and cultural groups during this period. Each section includes key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts for duplication are included. (CK)

ED 187 661 SO 012 649

Grade 5: United States Our Expanding Nation. United States Interdependence of Regions.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-93p.; For related documents, see SO 012 644-650.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Education, Citizenship Education, Consumer Education, Curriculum Guides, Elementary Education, Environmental Education, Ethnic Studies, *Fundamental Concepts, Grade 5, *Humanistic Education, Learning Activities, *Multicultural Education, *Regional Characteristics, Skill Development, Social Attitudes, *Social Studies, Teaching Methods, *United States History

Identifiers-Ethnic Heritage Studies Program, *United States

The curriculum guide presents a working draft of the fifth grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The fifth grade unit is presented in two sections. Section I covers the expansion period in U.S. history, studying biographies of people who contributed to the development of the country. Activities focus on the reasons for the results of their accomplishments. Section II considers ways of living in various regions of the United States. Activities emphasize the interdependence of the regions and develop the concept that interaction with environmental factors affects the way people live. Each section includes key questions relating to the topic, a list of community resource people, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. (CK)

ED 187 662 SO 012 650

Grade 6: Political Science. World Cultures A Comparative Study.

Allegany County Board of Education, Cumberland, Md.; Maryland State Dept. of Education, Baltimore.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-101p.; For related documents, see SO 012 644-649.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Education, Citizenship Education, Consumer Education, *Cross Cultural Studies, Curriculum Guides, Elementary Education, Environmental Education, Ethnic Studies, *Fundamental Concepts, Grade 6, *Humanistic Education, Learning Activities, *Multicultural Education, *Political Science, Skill Development, Social Attitudes, *Social Studies, Teaching Methods, Units of Study

Identifiers-Ethnic Heritage Studies Program

The curriculum guide presents a working draft of the sixth grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The sixth grade unit is presented in two sections. Section I deals with the rules and laws every society and group develops to govern the conduct of its members and to provide protection for them. Activities study the structure of local, state, and national governments and compare the different forms of government in effect throughout the world. Section II is a comparative study of a selected world culture and the United States. Activities are designed to aid a better understanding of diverse cultures. Each section includes key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts for duplication are included. (CK)

ED 187 663 SP 014 869

Armstrong, Ruth S.

The Teacher As a Counselor.

Pub Date-79
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counseling Objectives, *Counselor Role, *Counselor Teacher Cooperation, Counselor Training, *Educational Needs, Educational Objectives, Educational Philosophy, *Preservice Teacher Education, *School Counseling, *Teacher Role

Since the aims and objectives of counseling are different from the aims and objectives of teaching, and since the professional skills and personal qualifications for teaching and counseling are disparate, it is unreasonable to expect the same preservise teacher education program to adequately prepare both classroom teachers and counselors. To expect all teachers to be all things to all pupils is unrealistic, and an attempt to force teachers to act in such an omniscient capacity ultimately detracts from their ability to perform their primary teaching function. The professional education of teachers should, therefore, be separate and distinct from the professional education of school counselors. (LH)

Hainsworth, Jerome C. Price, William O.

Identifying and Maximizing Unique Talents of Children. The Murray State University/Hopkinsville Middle School Teacher Corps Design.

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Feb 76
Note-18p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Economically Disadvantaged, Educational Research, Gifted, *Individualized Instruction, Individualized Programs, *Middle Schools, *Minority Group Children, Positive Reinforcement, *Program Development, Program Evaluation, *Research Utilization, Self Concept, *Student Development, Student Motivation, Student Participation

A Teacher Corps project intended to develop and implement a program of individualized instruction at a local middle school is described. The program is based on the assumption that each student is, in some way, a gifted student. The project adapts educational research in the area of gifted student instruction to a middle-school teacher-student learning situation in which low-income and minority students comprise approximately one-third of the student body. The project also demonstrates the type of teacher training and retraining necessary to meet the problems related to students from low-income families. (Authors/LH)

ED 187 665 SP 015 614

Capie, William And Others

Selected Investigations of the Reliability of the Teacher Performance Assessment Instruments (A Working Paper).

Georgia Univ., Athens. Coll. of Education.

Spons Agency-Georgia State Dept. of Education, Atlanta.

Pub Date-79

Note-63p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Data Collection, Evaluation Criteria, *Evaluation Methods, *Teacher Evaluation, *Test Reliability, Test Validity

A study investigating the degree of agreement between teacher evaluators using a standard set of evaluation criteria and evaluation methods examines the test reliability of the Classroom Procedures Assessment Instrument, the Interpersonal Skills Assessment Instrument, and the Teaching Plans and Materials Assessment Instrument. Two statistical indexes resulted from the study. One index illustrates the amount of exact agreement between raters; the second indicates the amount of near agreement. The indexes, along with other statistical information, are compiled for six different cases of investigation: 1) interrater agreement using the TPAI in training situations (such as with beginning teachers); 2) internal consistency of ratings using the TPAI; 3) interrater agreement using the TPAI classrooms; 4) interrater agreement using the TPAI in training situations (student teachers); 5) internal consistency of ratings using the TPAI (student teachers); and, 6) interrater agreement using the TPAI in classrooms (student teacher). (LH)

Joyce, Bruce McNair, Kathleen
Teaching Styles at South Bay School: The South Bay Study, Part I. Research Series No. 57.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Contract-400-76-0073
Note-54p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Decision Making, *Educational Research, Educational Strategies, *Elementary School Teachers, *Teacher Attitudes, *Teacher Effectiveness, *Teaching Methods

Ten elementary school teachers were observed twelve times throughout a single school year in order to investigate the ways in which teachers make decisions and eventually develop their distinctive individual teaching styles. In nearly all cases, the teachers used a materials-based recitation pattern of teaching characterized by high task-orientation, directive procedures, and a focus on factual information. There were stylistic variations in management of the recitation, such as the use of corrective feedback, increased attention to concepts, and negotiation within the goals originally established by the teacher, but for the most part the recitation approach was stable across teachers and time. Approaches to high and low ability groups were similiar. However, styles for handling procedures were more varied in subject areas other than [illegible], ratios of attention to feedback, structuring, and information-processing flucuated considerably across time, while still remaining within the parameters of the overall recitation pattern. (Authors/LH)

ED 187 667 SP 015 659

Buchmann, Margaret
Practitioners' Concepts: An Inquiry into the Wisdom of Practice.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-400-76-0073
Note-25p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Decision Making, *Educational Practices, *Educational Principles, Research Utilization, *Teacher Attitudes, Teaching Methods
Identifiers-*Folk Wisdom, *Free Will

This paper makes a case for the existence and study of the wisdom of practice by looking at educational practitioners' concepts as its locus and source. (These concepts may also be described as the accumulated folk wisdom'' of the teaching community). These communal concepts, part of an accumulated lore regarding teaching and education in general, have evocative, generative, and delimiting functions in the creation of a teacher's universe of alternatives for choice. This paper inquires into the interaction of these communal concepts with a teacher's capacity for choice, and examines how the professional folklore surrounding a teacher may affect decision-making processes. Of human choice and change the paper offers a conservative, rather than a rationalistic viewpoint, which is in turn applied to the practice and theory of education itself. (Authors/LH)

ED 187 668 SP 015 683

Strathe, Marlene I. Hash, Virginia R.

An Evaluation of Selected Variables in Two Preservice Teacher Education Programs.

Pub Date-80

Note-14p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Comparative Analysis, Personality Development, *Preservice Teacher Education, *Program Evaluation

Identifiers-University of Northern Iowa

The primary purpose of this investigation was to compare two preservice professional teacher education programs at the University of Northern Iowa during the first semester of student enrollment.

Comparisions were made in the areas of academic achievement and certain dimensions of personality, using an analysis of variance with pre- and posttest scores obtained from five different instruments. In general, results suggested that there were no significant differences between the two programs on the variables selected for study. Limitations of the specific research instruments as well as the time limitation of one semester are cited as possible factors contributing to the results. (Authors/MJB)

ED 187 669 SP 015 707

Warner, Allen R. Bishop, John E.

Preparing Teachers to Implement Diagnostic/Prescriptive Instruction.

Pub Date-Feb 80

Note-9p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Washington, DC, February, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Feedback, *Learning Processes, *Performance, Positive Reinforcement, *Teacher Influence, *Teaching Methods

A model of student learning processes is presented, based on the theory originally set forth by Benjamin Bloom that as much as three quarters of the differences in achievement among students is dependent on the attitudes, knowledge, and skills which students bring to a learning task. The model focuses on a specific learner approaching a specific task. Discrepancies between the learning potential of the student, as assessed by the teacher, and the actual performance of the student are explored from the viewpoint of various learning theories and situations. The paper concludes that the present crisis of public confidence (or lack thereof) in education will continue, unless reactive blame-laying is replaced by positive action: Teachers must come to be regarded as professionals in public service rather than as public servants. (Authors/LH)

Staff Development of Educational Personnel. The New York Plan. A Proposed Policy for the Board of Regents. Developed as part of the Four State Project.

West Virginia State Dept. of Education, Charleston.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Aug 79

Contract-300-78-0066

Note-50p.; For related documents, see SP015 757, 723 and 756.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Delivery Systems, Governance, *Inservice Teacher Education, Institutional Cooperation, Needs Assessment, Professional Development, Program Budgeting, *Program Development, *Program Implementation, Rewards, *Statewide Planning, Teacher Improvement

Identifiers-*Four State Project, *New York

This document describes an organizational structure and processes for planning, coordinating and implementing state-wide inservice teacher educatian in New York. Seven major elements in program planning are outlined: 1) governance; 2) needs assessment; 3) outcomes; 4) delivery systems; 5) rewards/incentives; 6) program evaluation; and 7) funding. Information is included on current inservice education activity, expenditures for inservice in the state, demographics of professional personnel in the schools, and recent enactments by the federal government requiring coordination of inservice education. (JD)

ED 187 671 SP 015 822

Cone, Richard And Others

Tooth Tutoring: The Findings.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cross Age Teaching, *Dental Health, Elementary Education, Hygiene, Student Attitudes, *Teaching Methods, *Tutorial Programs

Findings are reported on a three year cross-age tutoring program in which undergraduate dental hygiene students and college students from other disciplines trained upper elementary students to tutor younger students in the techniques of dental hygiene. Data includes pre-post scores on the Oral Hygiene Index of plaque for both experimental and control groups. A discussion on tutoring techniques is also included. (Authors/JD)

Short, Edmund C.

Ideas from Ten North American Curriculum Thinkers.

Pub Date-Jan 80

Note-38p.; Paper presented at the Western Hemisphere Conference of the World Council of Curriculum and Instruction (St. Augustine, Trinidad, December 27, 1979-January 3, 1980), and at the Curriculum Theory Conference (Caracas, Venezuela, February 13, 1980).

Language-Spanish; English

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Design, *Curriculum Development, *Curriculum Research, Decision Making, *Educational Needs, Educational Policy, Evaluation Criteria, Inservice Teacher Education, Interaction, *Needs Assessment, Problem Solving, Program Evaluation, Program Implementation, *Research Methodology, Teacher Attitudes, Teacher Effectiveness, Teaching Methods

Identifiers-*North America

The views and attitudes of ten North American educational policy-makers concerning curriculum development and design are presented. The theories and research of Herbert M. Kliebard, Fenwick W. English, Walter Werner, John I. Goodlad, Decker F. Walker, William A. Reid, Norman E. Gleadow, Neil Postman, Elliot W. Eisner, and Michael W. Apple are represented. (LH)

ED 187 673 SP 015 931

Grant, Anne

Venture Beyond Stereotypes. A Workbook for Teachers Concerned about Sex-Role Stereotyping.

New York City Board of Education, Bronx, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-79

Note-108p.; Not available in paper copy due to marginal legibility of original document.

Available from-EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Affective Behavior, *Behavior Patterns, Cultural Influences, Individual Development, *Inservice Teacher Education, *Sex Bias, *Sex Stereotypes, Social Attitudes, *Teacher Role, Young Children

This workbook is designed as an inservice teacher training course on eliminating sex-role stereotypes. The format is based on telecast vignettes, discussion sessions, and homework assignments consisting of individual examination of attitudes. The program discusses the masculine and feminine mystiques, language and textbooks, classroom practices, early childhood attitude-formation athletics, career guidance, and cultural valves. Discussion questions for each session are appended. (JD)

ED 187 674 SP 015 956

Miller, Joyce E. Kyle

An Analysis of a Human Relations Component on Select Teacher Effectiveness Variables.

Pub Date-80
Note-17p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Human Relations, *Interpersonal Competence, *Preservice Teacher Education, Research Methodology, *Research Problems, *Self Concept, Teacher Behavior, Teacher Characteristics, *Teacher Effectiveness

A report is made of a study to analyze the effects of a human relations component in an introduction to education course on the self concept and interpersonal relations of secondary preservice teachers. Forty-four preservice teachers were divided into experimental and control groups with the experimental group receiving 14 weeks of validated human relations experiences in addition to the regular course instruction undergone by the control group. Results of a statistical analysis of test results from pre- and post-administration of the Tennessee Self Concept Scale and the Fundamental Interpersonal Relations Orientation-Behavior Scale revealed no statistically significant differences between the two groups on self concept and interpersonal relations. Observations on experiment procedures and suggestions for replication are given. (MJB)

ED 187 675 SP 015 966

Campgrounds and Camping 1980: Trends, Research, Future Needs.
Southern Illinois Univ., Carbondale.
Pub Date-Nov 79
Note-173p.; Proceedings of a Conference at Land Between the Lakes (Brandon Spring, TN, November 5-8, 1978)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Camping, Environmental Research, Forestry, *Futures (of Society), *Needs Assessment, Outdoor Activities, *Parks, Program Development, *Recreational Facilities

The objectives of the reported conference were: 1) to determine what significant changes are occurring in campground management; 2) to view demonstration campground areas and discuss related information dissemination efforts; 3) to determine what campground research is presently underway, and whether more is needed; and, 4) to determine possible sources of information for persons interested in improving camping opportunities. (Editor/JD)

ED 187 676 SP 015 981

Foerster, Leona M.

Teaching as Problem Solving.

Pub Date-80

Note-8p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification, Class Activities, Classroom Techniques, *Competency Based Education, *Decision Making, Lesson Plans, Media Selection, *Problem Solving, Student Motivation, *Student Teaching, *Teacher Effectiveness

The role of the teacher is viewed as that of a decision maker and problem solver. It is pointed out that in daily work teachers must deal not only with planning lessons, selecting educational materials, initiating activities suitable for students of different abilities and motivating students, but also must deal with discipline, parent-school relations, and meeting emergencies. Suggestions are made for improving preservice teacher education, primarily by strengthening competency based education and providing considerably more student teaching experience. (JD)

ED 187 677 SP 016 007

Greer, Peter

Education's Stepchild, Inservice Training.

Council for Basic Education, Washington, D.C.

Pub Date-79

Note-33p.

Available from-Council for Basic Education, 725 15th Street N.W., Washington, DC ($1.50).

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Information Networks, *Inservice Teacher Education, *Program Administration, *Program Development, *Program Improvement, Schools of Education, Teacher Attitudes, Teacher Centers, *Teacher Participation, Workshops

Current inservice programs are criticized on the grounds that they do not achieve the objective of improving teachers' mastery of their subjects. It is suggested that these programs can be improved by increasing professional communication between teachers, providing more assistance from specialized consultants, increasing teacher participation in educational research, and promoting greater contact with schools of education. Four exemplary inservice programs are described and a discussion is given on the reasons for their success. (JD)

Sweat, Clifford H., Ed.
Morale and Early Adolescent Education: From Apathy to Action.
Early Adolescent Education Association of Illinois, Urbana.
Pub Date-80
Note-46p.
Available from-The Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, IL 61832 ($4.25)
Pub Type- Opinion Papers (120) - Information Analyses (070) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Adolescents, *Educational Environment, Extracurricular Activities, *Individual Development, *Junior High Schools, Learning Motivation, School Community Relationship, School Organization, Self Concept, Socialization, Student Interests, *Student Motivation, *Student School Relationship, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Influence

Factors influencing the social and educational environment of junior high schools are discussed, and recommendations for the improvement of the school environment through increased cooperation among students, teachers, and administrators are given. The needs of early adolescents are identified, and the degree to which the junior high school can meet those needs is examined. The influence of the principal on the overall school emotional climate is stressed. The inclusion of a wide range of extracurricular activities in the junior high school program is presented as crucial to the individual development of the students, the successful interaction between school and community, and the general expansion of the schools's scope as a learning environment. (LH)

ED 187 679 SP 016 042

Purohit, Sally R.

An Assessment of Citizen Participation in Natural Resource Planning and Decision-Making.

Pub Date-80

Note-14p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Citizen Participation, *Decision Making, *Natural Resources, *Planning Commissions, *Policy Formation, Recreational Facilities, Recreational Programs, State Wide Planning

Four major questions are addressed in this assessment of citizen involvement in planning and decision making on use of natural resources: 1) What citizen participation techniques have been utilized by state recreation planners? 2) What are the dominant goals of public participation in natural resource decision making? 3) How do state recreation planners feel about citizen participation and what problems have they encountered? and, 4) At what stages in a basic planning cycle is citizen input considered most valuable? (Author/JD)

ED 187 680 SP 016 043

Godbey, Geoffrey

Outdoor Recreation and the Federal Government: From Unequal to Equivalent.

Pub Date-Aug 79
Note-13p.; Paper presented at the Annual Conference of the American Sociological Association (Boston, MA, August, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Government Role, *Land Use, Natural Resources, Outdoor Activities, *Parks, Participant Satisfaction, Policy Formation, Population Distribution, *Recreational Facilities, *Regional Planning, *Resource Allocation, Sociocultural Patterns, Socioeconomic Influences

A personality and economic profile is presented of primary users of federal recreation areas. The characteristics of this outdoor recreation constituency are described and the influence of their behavior patterns and attitudes on federal land distribution policy is considered. Citing the unequal distribution of natural resources for recreational activities, suggestions are made for developing regional rather than federal recreation areas. (JD)

ED 187 681 SP 016 046

Woods, Doris G. Dansker, Judith

A Conference on Promoting Faculty Involvement. Southeastern Teacher Corps Network (Tampa, FL, January 17-19, 1979).

Southeastern Teacher Corps Network, Atlanta, Ga.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Aug 79

Note-41p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Cooperation, Higher Education, Information Dissemination, Information Networks, Institutional Characteristics, *Institutional Cooperation, Organizational Communication, *Staff Development, *Teacher Education, *Teacher Participation

Identifiers-Teacher Corps

The Southeastern Teacher Corps Conference on Promoting Faculty Involvement spoke to the following issues: 1) Acquainting conference participants with the processes and problems of institutionalization; 2) Introducing participants to a variety of incentives and rewards useful to promote faculty involvement in field-based activities; 3) Demonstration of strategies for the enhancement of communication between institutions of higher education and local education agencies, for a more effective collaborative delivery of staff development; 4) Discussion of issues, concerns, and problems of the faculty of higher education institutions as they relate to Teacher Corps; 5) Demonstration of a model for planning staff development along Teacher Corps lines, at institutions of higher learning; 6) Acquiring techniques for verifying institutionalization; and, 7) Acquiring techniques for describing and analyzing organizational characteristics of colleges and/or departments of education. An evaluation of the conference by participants is included. (Authors/LH)

ED 187 682 SP 016 054

Current Awareness in Health Education. Experimental Issue No. 4.
Herner and Co., Washington, D.C.
Spons Agency-Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Jan 80
Contract-200-79-0919
Note-55p.
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Legislation, Educational Research, *Health Education, Program Descriptions, Safety, School Health Services, Sex Education, Teacher Education, Teaching Methods

Citations and abstracts of current journal articles, monographs, conference proceedings, reports, and unpublished documents on the subject of health education are presented. Descriptions of health education programs are included. (JD)

Hazard Analysis. Football: Activity and Related Equipment.

Spons Agency-Consumer Product Safety Commission, Washington, D.C.
Pub Date-Dec 74
Note-54p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accident Prevention, *Athletic Equipment, Athletics, Consumer Education, *Football, *Injuries, Physical Activities, Safety
Identifiers-Shoe Turf Interface

Data on football injuries acquired from surveillance sources and in-depth investigations are presented. Results of the study are summarized by descriptions of the accident sequence, diagnosis of the injury, and specific equipment involved in the injury. (JD)

ED 187 684 SP 016 074

Allen, Roger J.

The Human Response: An Empirical, Normative Evaluation of Nervous Psychophysiological Paramaters & Dimensions as a Measure of Health.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disease Incidence, Human Body, Motor Reactions, Patterned Responses, *Physical Health, Psychometrics, *Psychosomatic Disorders, *Stress Variables

A report is given of research conducted to determine the relationship between the response of the human body to stress and the incidence of physical diseases. Seven areas of the nervous system were tested in the study: cardiovascular, electrodermal, gastrointestinal, musculoskeletal, piloerectors, pupilomaetric, and respiratory. The results of the tests are reported in both narrative and tabular form. It is suggested that this data be used for the evaluation of disease prevention and health promotion activities and programs. (JD)

ED 187 685 SP 016 075

Ankenbrand, Larry J.

Bowling for the Severely Handicapped.

Pub Date-80
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Construction (Process), *Mobility Aids, Physical Activities, *Physical Disabilities, *Recreational Activities
Identifiers-*Bowling

Instructions are given for constructing a bowling board to aid severely physically handicapped, and wheelchair-confined individuals in bowling. A list of materials needed for building the device is included and diagrams accompany the instructions. (JD)

ED 187 686 SP 016 077

Gabbard, Carl P. And Others
Upper Body Muscular Endurance Among Children 2-5 Years.
Pub Date-80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Body Height, Body Weight, Motor Reactions, *Muscular Strength, *Preschool Children, Sex Differences
Identifiers-*Straight Arm Hang

The upper body muscular endurance of males and females 2-5 years of age was assessed, and relationships relative to sex, age, endurance and selected anthropometric measures were investigated. None of the relationships were found to be of practical predicative value; while upper body muscular strength increased with age, no significant differences between total sample sex or sex within each group were found. Height and weight were determined not to be of practical predictive value in upper body muscular endurance performances. (JD)

ED 187 687 SP 016 078

Freeman, William H., Ed.
Getting Started in the History of Sport and Physical Education.
History of Sport and Physical Education Academy, Brockport, N.Y.
Pub Date-80
Note-42p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Athletics, *Bibliographies, Filmographies, *History, *Physical Education, *Publications, Research Methodology, Social Science Research, *Writing (Composition)
Identifiers-Sport History

Information is provided for the beginning student or writer. Suggestions are made on general historical research and research methodology in the field of sport history. Bibliographies are provided of books, journals and filmstrips on the subject. (JD)

ED 187 688 SP 016 080

Coombs, Jerrold R., Ed.

Philosophy of Education 1979. Proceedings of the Annual Meeting of the Philosophy of Education Society (35th).

Pub Date-80
Note-348p.
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021) - Books (010)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Affective Behavior, Behavioral Objectives, Cultural Differences, *Educational Philosophy, *Educational Psychology, Educational Research, *Educational Responsibility, *Educational Theories, Institutional Characteristics, Logical Thinking, Organizational Effectiveness, *Self Actualization

Forty papers and responses from the 1979 annual meeting of the Philosophy of Education Society are reproduced in unabridged form, including the papers from both general and concurrent sessions. The Presidential Address discusses the concept of rational thinking. (JD)

ED 187 689 SP 016 081

Coombs, Jerrold R., Ed.

Philosophy of Education 1978: Proceedings of the Annual Meeting (34th).

Pub Date-79
Note-520p.
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021) - Books (010)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Creative Thinking, *Critical Thinking, Discipline, *Educational Objectives, *Educational Philosophy, *Educational Theories, Equal Education, *Foundations of Education, Moral Values, Socialization, Social Values, Values Clarification

Papers and responses from the 1978 annual meeting of the Philosophy of Education Society are reproduced in unabridged form. The keynote session centered on the character of a career in philosophy of education. Papers from general and concurrent sessions and invited papers are included. Three perspectives on the subject of the topical seminar, John Dewey, are presented. (JD)

ED 187 690 SP 016 086

Janicki, Terence C. Peterson, Penelope L.

Aptitude-Treatment Interaction Effects of Variations in Direct Instruction.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-537
Pub Date-Mar 80
Grant-OB-NIE-G-80-0117
Note-50p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Academic Aptitude, *Aptitude Treatment Interaction, Elementary Education, *Individualized Instruction, Locus of Control, *Small Group Instruction, Student Attitudes, *Student Characteristics, Teacher Effectiveness, *Teaching Methods

This study investigated aptitude-treatment interaction (ATI) effects of variations in direct instruction. Two teachers each taught a 2-week fractions unit to two classes of fourth- and fifth-grade students. Each teacher taught one class using direct instruction and the other using a small-group variation of direct instruction. Students completed aptitude measures before the study began and achievement and attitude measures at the end. Regression analysis on achievement showed significant ATI and significant teacher effects. Students who had positive attitudes and an internal locus of control did better in the small-group variation, probably because they had some choice of activities and control over their learning. Teachers differed in effectiveness within direct instruction but did not differ within the small-group variation. (Authors)

ED 187 691 SP 016 095

Haywood, Kathleen M.

Strength and Flexibility in Gymnasts Before and After Menarche.

Pub Date-Apr 80
Note-6p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Detroit, MI, April 13, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Athletes, Body Height, Body Weight, *Females, *Gymnastics, Muscular Strength, *Performance Factors, *Physical Development
Identifiers-Puberty

Twenty female gymnasts between the ages of twelve and fourteen were tested to determine possible difference in strength and flexibility before and after the development of an active menstrual cycle. Results indicate that females participating in gymnastics on a seriously competitive level tend to be short and light for their ages, as well as to develop the physical characteristics of adolescence later than females who do not compete on that high level. No relative changes in strength and flexibility were found. (LH)

ED 187 692 SP 016 098

Allen, Roger J.

The Domain of Health: A Conceptual Model Outlining the Scope, Direction & Impact of Health Education.

Pub Date-Apr 80

Note-15p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation, and Dance (Detroit, MI, April 13, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Environmental Influences, Goal Orientation, *Health Education, *Individual Development, Interaction, Interpersonal Competence, *Mental Health, *Physical Health, Psychological Patterns, Quality of Life, *Self Actualization, Stress Variables

A holistic approach to health eduction is presented with a model outlining the scope, direction and impact of such education on individual development. The fundamental concept in this model is the interrelationship between physical, mental, and spiritual health, and it expands from these three areas into dimensions that may and may not be altered by health educators. Consideration is given to external factors having an impact on personal health, such as physical and social environment, and also to internal factors such as heredity, experience and personal values. The possiblity of unifying considerations of the total human potential and environment to create an effective approach to health education is discussed. (JD)

ED 187 693 SR 016 104

Greenville Needs Assessment Analysis.
Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date- 80
Note-30p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Involvement, *Community Surveys, *Demography, *Educational Needs, *Inservice Teacher Education, *Needs Assessment, *Preservice Teacher Education, Program Development, Research Methodology, *School Community Relationship

A Teacher Corps-sponsored survey of a rural town in northern Maine is described. The survey was intended to investigate the feelings of town citizens regarding their own lives, the town in which they live, and their school. It was intended to disclose the need for day or foster care centers, to find out about the levels of educational attainment in the town, and to investigate recreational interests and the need for human services in the town. Other objectives of the survey included the establishment of dialogue between community and school and the determination of precise age groupings and income levels of townspeople. A map of the town is included. (Author/LH)

ED 187 694 SP 016 110

A Revised Guide for Improving Teacher Education in Human Rights.

Phi Delta Kappa, Bloomington, Ind. Commission of Education, Human Rights, and Responsibilities.
Spons Agency-National Conference of Christians and Jews, New York, N.Y.; Office of Education (DHEW), Washington, D.C.; Phi Delta Kappa, Bloomington, Ind.
Pub Date-73
Contract-OEG-0-70-2213-(721)
Note-226p.; Sponsored in part by the Southwest Center for Human Relations Studies.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Civil Liberties, Due Process, Equal Education, Females, Freedom of Speech, Homosexuality, Individual Differences, Leadership Responsibility, Minority Groups, Privacy, Religion, Sex Discrimination, Social Discrimination, *Teacher Education, *Teacher Responsibility

This document serves as a guide for teacher education institutions and programs designed to prepare educators for meeting their responsibilities in the area of human rights and human relations. This second edition of the guide represents a substantial modification of the original guide, and includes many activities, experiences, and suggestions from individuals and representative institutions who have been actively involved in implementation efforts to improve their teacher education programs in the areas of human rights. The book is divided into five parts, which describe the foundations of a human rights program, and the kind of leadership needed to implement a program, individual and institutional practices developed for actually dealing with human rights issues, and strategies for the implementation of human rights education programs into public school systems. An extensive bibliography of both print and audiovisual materials is appended. (LB)

ED 187 695 SP 016 118

Brooks, Dana D.

A Comparison of Selection Networks of Selected High School AAA Basketball Programs within the State of West Virginia.

Pub Date-79
Note-22p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletic Coaches, *Athletics, *Basketball, *Community Support, High Schools, *Information Sources, *Recruitment
Identifiers-*West Virginia

This study describes the selection-recruitment process for high school basketball players in West Virginia and investigates whether the process is tied to the type of support given by individuals or groups to the high school basketball program. Analysis of data indicates that formal and informal selection-recruitment networks exist within the state and that significant links within the network are: playground leaders, other coaches, individual high school teachers and personal friends. Data indicate that athletic support networks also exist, apparently independently of the selection-recruitment network. Identified as significant links in this network are county superintendents, high school personnel, political organizations, and legal personnel. (JD)

ED 187 696 SP 016 121

Collins, Allan Stevens, Albert L.

Goals and Strategies of Interactive Teachers.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date-Mar 80

Contract-400-76-0116; N00014-79-C-0338

Note-114p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Educational Objectives, *Educational Psychology, Learning Processes, *Preservice Teacher Education, Questioning Techniques, *Teacher Effectiveness, *Teaching Methods

Methods and approaches used by effective teachers are examined, and the set of goals and subgoals that guide these teachers, the set of specific strategies that they use to generate cases, questions, and comments for their pupils, and the control structure that they use to allocate their time between different goals are specified. The theory constructed from this analysis can be employed to educate effective teachers, and to build intelligent computer assisted instructional training systems for future use. (Author/MJB)

ED 187 697 SP 016 123

Certification Laws and Regulations. Bulletin VI (Revised, 1979).
Arkansas State Dept. of Education, Little Rock.
Pub Date-79
Note-98p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Qualifications, *Certification, *State Standards, *Supervisor Qualifications, Teacher Certification, *Teacher Education, *Teacher Qualifications
Identifiers-*Arkansas

This bulletin contains state regulations on the preparation and certification of Arkansas teachers, supervisors, and school administrators. The contents and recommended standards are based on the school laws of Arkansas dealing with teacher education and certification, on State Board of Education regulations, and on commonly accepted standards for teacher certification. (JD)

ED 187 698 SP 016 124

Doyle, Walter

Student Mediating Responses in Teaching Effectiveness. Final Report.

North Texas State Univ., Denton.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-NIE-G-76-0099
Note-190p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Environment, *Cognitive Processes, Learning Processes, *Mediation Theory, Recall (Psychology), Retention (Psychology), Student Behavior, Student Reaction, *Task Analysis, *Teacher Effectiveness

A report is given on research exploring the theory that stimulation from the teacher does not directly initiate student learning but activates cognitive processes that result in learning. Combined research into classroom processes and student information processing was conducted. An analysis of treatment theories that operate in research on teaching is presented. A description is given of the essential features of a cognitive model of student mediation, as well as an analysis of different types of academic tasks and their relationship to outcomes of instruction. The meaning students attach to classroom events and the way knowledge is gained from accomplishing classroom tasks is analyzed. A model of classroom tasks is applied to teaching effectiveness research to interpret existing findings and suggest directions for further research. (JD)

ED 187 699 SP 016 127

Howe, Christine Z.

A Review of the Literature on Post Secondary Level Curriculum Development and Evaluation in Recreation and Leisure Studies.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 1980)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, *Curriculum Development, Doctoral Programs, Educational Development, Higher Education, *Leisure Time, *Literature Reviews, Masters Programs, *Program Evaluation, *Recreation, Trend Analysis

This paper reports the results of a literature reviewed on models or approaches to curriculum development and evaluation used or are currently in use at the college level in recreation and leisure studies. Trends in this field are identified, analyzed, and summarized according to themes. Most of the data available in the literature were about master's degrees in therapeutic recreation. The need to disseminate further information about the development and evaluation of other options or areas of concentration is noted. (JD)

ED 187 700 SP 016 136

Connelly, F. Michael, Ed. And Others
Curriculum Planning for the Classroom.
Ontario Inst. for Studies in Education, Toronto.; Ontario Teachers' Federation, Toronto.
Pub Date-80
Note-115p.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Curriculum Development, *Curriculum Problems, *Decision Making, Educational Research, Media Selection, *School Organization, Teacher Attitudes, *Teacher Participation, Teacher Role

This book is for teachers who wish to have a direct part in planning curricula. Part one discusses principles that teachers can use in making curriculum decisions in their classrooms and some concepts of the purposes a curriculum should serve. Part two outlines types of educational research studies and suggests ways of assessing them. A discussion is also presented of the impact of curriculum decisions on the entire school population. Part three gives concrete suggestions for steps in developing curricula. (JD)

ED 187 701 SP 016 138

Building a Better You. A Guide for Health Education in Georgia Schools. Kindergarten through Grade Six.
Georgia State Dept. of Education, Atlanta.
Pub Date-80
Note-232p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Administrator Responsibility, Course Content, *Curriculum Guides, Diseases, Drug Abuse, *Elementary Education, *Health Education, Human Body, *Learning Activities, Nutrition, Physical Education, Physical Fitness, Preventive Medicine, Program Evaluation, Public Health, Safety, Student Attitudes, *Teacher Responsibility, Teaching Methods

This book on health education is designed as a comprehensive guide for elementary school teachers. The first section describes an exemplary school environment and outlines the responsibilities of the teacher and principal in fostering good health attitudes in children. Learning blocks are outlined on the topics of drug abuse, diseases, community health, nutrition, family and society, safety, social and emotional health, and understanding the human body. These blocks are structures for sequential learning from kindergarten through sixth grade. Each block contains a statement of the concept to be learned, suggested activities for teachers and students, and goals to be accomplished. Appended are regulation health forms required by the state of Georgia and information on educational materials available for teachers. (JD)

ED 187 702 SP 016 145

Husak, William S. And Others

Spatial-Temporal Organization in Memory of a Serial Motor Task.

Pub Date-Apr 80

Note-11p.; Paper Presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Association (Psychology), *Cognitive Processes, *Mnemonics, Patterned Responses, *Perceptual Motor Learning, *Physical Activities, Recall (Psychology), *Serial Ordering

The purpose of this study was to determine the influence that varying types of labels have on the organization of a series of movements in memory. Subjects were presented with a series of movements on a positioning task. They were provided with numeric labels for each movement held in the series. Results indicated that labels play an important role in the storage and retrieval of serial movement information with temporal labels facilitating temporal organizational patterns and spatial labels promoting spatial organization. The influence appeared to remain strong even when the series length exceeded the capacity of short term memory. (JD)

ED 187 703 SP 016 157

Chilton, Thomas L. Gilley, William F.

Computer Assisted Nutritional Analysis of Selected Swim Team Members.

Pub Date-80

Note-9p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletes, *Dietetics, *Nutrition, *Performance Factors, *Swimming

Report is made of a study conducted to determine the adequacy of the diet of fourteen teen-age competitive swimmers. A three day meal record was compared with recommended daily allowance tables and other recommended minimum/ maximum amounts where such values are established. Areas of dietary deficiency are discussed with particular emphasis on how these deficiencies affect swimming performance. (JD)

ED 187 704 SP 016 171

Ness, R. Gary

In Support of Large Scale Collegiate Athletics.

Pub Date-Apr 80
Note-18p.; Paper presented to the National Association for Sport and Physical Education, Sociology of Sport Academy Symposium (Detroit, MI, April 12, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Athletes, *Athletics, Competition, *Participant Satisfaction, *Rewards, Social Mobility, Student Attitudes

Negative connotations of large scale intercollegiate athletic competition are analyzed and a case is presented in defense of such programs. Discussion is conducted on rewards for college athletes in terms of educational attainment, personal satisfaction, and possible upward social mobility. The consequences of large scale athletic programs to the institutions which conduct them are discussed in terms of cost effectiveness, visibility to the public, and the maintenance of traditions. (JD)

ED 187 705 SP 016 172

Dahlin, Jeanne
The Substitute Adventure.
Pub Date-80
Note-11p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques, *Student Behavior, *Substitute Teachers, *Teacher Behavior, Teacher Role, Teaching Methods

Suggestions are made to help the substitute teacher successfully cope with problems that may arise in the classroom. Examined are techniques for retaining control in the classroom, dealing with specific games'' students commonly play with substitutes, and how to apply the permanent teacher's lesson plan. (JD)

ED 187 706 SP 016 173

Whiteside, Patricia W.
Strength Training. A Key to Athletic Training.
Pub Date-80
Note-22p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Exercise Physiology, *Muscular Strength, *Physical Development, *Program Administration, *Program Development, *Training Methods, *Weightlifting

Characteristics of an effective strength training program are analyzed and descriptions are offered of different kinds of weight training activities. Comparisons are made between concentric, isometric, eccentric, and isokinetic training methods. The fundamentals and techniques of an exemplary training program are outlined and the organization and administration of such a program are discussed. (JD)

ED 187 707 SP 016 205

Kurtz, Sandra

An Annotated Bibliography of Literature Dealing with Stress in the Teaching Profession.

Pub Date-Jun 80
Note-26p.; Master's Thesis, Indiana University at South Bend.
Pub Type- Reference Materials - Bibliographies (131) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anxiety, *Coping, Emotional Problems, Faculty Mobility, *Stress Variables, Student Behavior, Teacher Alienation, Teacher Attitudes, *Teacher Characteristics, Teacher Morale
Identifiers-*Teacher Burnout

Current literature dealing with teacher stress and job burnout is presented in the form of an annotated bibliography. Symptoms of teacher stress and specific characteristics of teachers who deal ineffectively with stress are explored. The causes of teacher stress and its effects on administrators and students are cited. Resources to help teachers cope with and avoid stress are presented. (JD)

ED 187 708 SP 016 207

Afolabi, Sol K.

New Dimensions in Social Studies: Focus on Skills.

Pub Date-79
Note-6p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Inquiry, Learning Processes, *Reading Skills, *Skill Development, *Social Studies, *Study Skills, Teaching Methods

The approaches and methods of teaching and learning social studies are examined. Fundamental study skills are emphasized: effective questioning techniques, data gathering, ability to recognize relationships in terms of time and space, and ability to recognize facts, opinions, and propaganda. To develop these skills it is recommended that priority be given to developing proficiency in essential reading, thinking and study skills rather than on rote learning of information. (JD)

ED 187 709 SP 016 208

Brown, Lewis M. Thomas, John I.
Teacher Interns: A Senior Level Diagnostic-Prescriptive Training Model.
Pub Date-80
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Field Experience Programs, Graduate Students, *Individual Instruction, *Internship Programs, Occupational Aspiration, *Practicum Supervision, Preservice Teacher Education, Self Actualization, *Student Role, Student Teacher Relationship, *Teacher Interns, *Team Teaching

A team teaching model for teacher interns is described. The teaching team is comprised of education professors and graduate student assistants who work closely with individual interns. Three components undergird the model: 1) the teaching team's acceptance of goals expressed by the interns; 2) the team's agreement with the plans and approaches utilized by the interns to achieve their stated goals; and 3) the implementation of learning experiences uniquely suited to the interns' individual dispositions. (JD)

TM

ED 187 710 TM 009 752

Rayder, Nicholas F.
Public Outcry for Humane Evaluation and Isomorphic Validity. Draft.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date-30 Jan 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Canada, March 27-31, 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, *Educational Theories, Elementary Secondary Education, *Evaluation Methods, Humanistic Education, Open Education, Parent Attitudes, Self Esteem, Special Education, Standardized Tests, *Student Evaluation, Testing, *Validity
Identifiers-*Evaluation Problems, *Isomorphic Validity

The point of view is presented that evaluation procedures should be more humanistic and, that where educational procedures are open or humanistic, evaluation procedures must also be humanistic in order to be isomorphically valid. A number of quotations from parents of school children are presented to support the position that the parents feel their children may be misclassified or not properly treated as a result of evaluation procedures. There are also three quotations from professional educators. There is a list of 12 guidelines for humanistic evaluation and a table of eight contrasts between the form of experience in an open education model and the form of experience in a standardized testing model. There is another table describing three models of educational programs reflecting differences in underlying values and objectives for education. It is proposed that evaluation programs should reflect the same values and objectives as the educational programs they are being used to evaluate; that is, they should be isomorphically valid. It is further proposed that a humanistic approach and isomorphic validity are especially important when children with disabilities are integrated into regular classrooms. (Author/CTM)

ED 187 711 TM 800 147

Janesick, Valerie J.

The Design of Design: An Ethnographic Study of Curriculum Construction Findings and Research Issues.

Pub Date-Apr 80
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Architectural Education, Building Design, Case Studies, Classroom Observation Techniques, Course Descriptions, *Curriculum Development, *Curriculum Research, Educational Philosophy, *Ethnography, Field Studies, Higher Education, Interviews, *Research Methodology, Teacher Role, *Teaching Styles

An ethnographic approach was used to examine the development, over 14 months, of a design curriculum for third-year architecture students. Issues concerning methods of curriculum inquiry and the formation of theory from case study data are also addressed. The major conclusion of this case study is that the teacher was the curriculum. He is described as a professional architect-turned-teacher, who planned, implemented, and analyzed a design curriculum based on his theory of design encompassing function, structure, and aesthetics. Examples of his style in evaluating students' work are also recorded. The author feels that the ethnographic techniques used in this study participant observation, in-depth interview, key informant data, and specimen records enable the researcher to understand the architect's world from the architect's point of view. This approach is recommended for other curriculum studies. (Author/GDC)

Cline, Hugh F. Feldmesser, Robert A.

Problems of Evaluation in Selected Moral and Civic Education Programs.

Pub Date-Nov 79
Note-12p.; Paper presented at the Conference of the Association for Moral Education (Philadelphia, PA, November 2-3, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Citizenship Education, Educational Objectives, *Ethical Instruction, *Evaluation Methods, Experiential Learning, High Schools, Legal Education, *Moral Development, Program Descriptions, *Program Evaluation, Secondary School Curriculum, Testing Problems, Values Clarification, *Values Education
Identifiers-*Evaluation Problems

A number of issues concerning the evaluation of moral and civic education programs are discussed. Four program types are described: (1) rationalist, which involves a high cognitive knowledge of the law and legal processes; (2) actionist, in which students participate in out-of-class projects; (3) values clarification, in which students study, select, and act upon their values; and (4) moral development, which is based upon Kohlberg's stages. Six high school programs are briefly described with respect to the school demography, curriculum approach, tests used, and student activities. Implications and conclusions, based on these case studies, are discussed. First, it is difficult to list specific goals and objectives for this type of educational program. Second, these programs have not clarified the situations in which moral consideration is imperative versus those in which a person may act before considering all the ethical aspects of the situation. Third, differences in goals between different programs, and varying sources of program goals also complicate evaluation. Fourth, there is a serious lack of suitable testing instruments for this type of program. It is concluded that observation and multiple evaluation techniques would be appropriate for evaluating moral education. (GDC)

ED 187 713 TM 800 185

White, Roy Murray, John

Report of the Inter-Organizational Committee on Evaluation. Internal Evaluation Model.

Manitoba Association of School Trustees, Winnipeg.

Pub Date-Jan 78

Note-66p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Involvement, *Educational Assessment, Educational Improvement, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Evaluators, Foreign Countries, *Models, *Program Evaluation, *Self Evaluation (Groups), State School District Relationship, Teacher Evaluation

Identifiers-Canada, *Manitoba

Based upon the premise that school divisions in Manitoba, Canada, should evaluate and improve upon themselves, this evaluation model was developed. The participating personnel and the development of the evaluation model are described. The model has 11 parts: (1) needs assessment; (2) statement of objectives; (3) definition of objectives; (4) identification of resources related to objectives; (5) strategies for attaining objectives; (6) evaluation strategies; (7) data collection; (8) description of achievement or change; (9) reporting of results; (10) decision making; and (11) relation of evaluation to future goal statements. The model depends on local involvement, with additional

support from external agencies. Two pilot projects which were conducted to field test the evaluation model are described; they took place in Midland School Division No. 25 (southwestern Manitoba), and Winnipeg School Division No. 1 (Churchill High School and its feeder schools). A summary of project costs is presented, as well as a number of comments expressing the attitudes of administrators, students, teachers, and parents. Recommendations for further evaluation, particularly teacher self-evaluation, are included. A 12-page appendix describes the model and its implementation. (GDC)

ED 187 714 TM 800 186

Rossmiller, Richard A. And Others

Resource Utilization and Productivity in IGE Schools.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-OB-NIE-G-78-0217

Note-64p.

Available from-Wisconsin Research and Development Center for Individualized Schooling, University of Wisconsin, 1025 West Johnson Street, Madison WI 53706 ($6.50)

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Cost Effectiveness, Educational Resources, Elementary Education, Elementary School Mathematics, Individual Instruction, *Individualized Instruction, *Input Output Analysis, Literature Reviews, Organizational Climate, Predictor Variables, *Productivity, Reading Achievement, School District Spending, Self Esteem, Teacher Behavior, Teacher Characteristics, Teacher Influence, Time Factors (Learning)

Identifiers-*Individually Guided Education

Cost, resource utilization, and productivity were studied in 41 elementary schools using Individually Guided Education (IGE) and in 15 matched pairs of IGE and non-IGE schools. Instructional expenditures in IGE and non-IGE schools did not differ significantly. However, IGE teachers devoted significantly more time to individual instruction. A production function approach identified the input and process variables most related to achievement in reading and mathematics and student self-concept. Several variables were consistently related to student achievement: (1) teachers' involvement in a degree program; (2) years of teaching experience; (3) teachers' sex; (4) students' maturity; (5) students' social confidence; (6) teachers' perception of the principal's leadership; (7) teachers' job satisfaction; and (8) teachers' involvement in decision making. A set of 12 independent variables accounted for 78% of the variance in reading achievement and a similar set of 12 variables accounted for 71% of the variance in mathematics achievement; all of these variables were susceptible to control by teachers and administrators. Another similar set of 12 variables accounted for 72% of the variance in social confidence scores; these variables reflected the ambience of the school rather than specific instructional processes. (Author/GDC)

Pipho, Chris

State Activity: Minimal Competency Testing.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-NIE-G-79-0033
Note-35p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards, Basic Skills, Elementary Secondary Education, Graduation Requirements, *Minimum Competency Testing, National Surveys, Program Descriptions, *State Legislation, *State Programs, State Standards, Testing Programs, Test Results
Identifiers-United States

This chart summarizes the following categories of information about various states' minimum competency testing activities: (1) name of state; (2) legislation or ruling which requires testing; (3) name of organization which sets standards; (4) grade levels assessed; (5) skill areas assessed; (6) use of standards and of test results; and (7) other comments. Information is presented concerning 38 states of the United States: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wyoming. (GDC)

ED 187 716 TM 800 190

Hall, Gene E. George, Archie A.

Stages of Concern About the Innovation: The Concept, Initial Verification and Some Implications. 1st Draft.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-38p.; For related document, see ED 147 342.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas), Arousal Patterns, *Attitude Measures, Change Strategies, *Developmental Stages, Educational Change, Elementary Education, Higher Education, *Instructional Innovation, Questionnaires, *Teacher Attitudes, Teacher Response, Test Construction, Test Reliability, Test Validity

Identifiers-Concerns Based Adoption Model, *Stages of Concern Questionnaire (Hall et al)

Because individual teachers have ultimate control over the implementation of educational innovations, their feelings toward innovation are of interest to educational researchers. The Concerns-Based Adoption Model was based on research findings about educational dissemination and change. The model describes adoption of innovation as a growth process. Each teacher, according to this model, experiences a characteristic sequence of concerns as an innovation is implemented: (1) awareness; (2) information; (3) personal; (4) management; (5) consequence; (6) collaboration; and (7) refocusing. The Stages of Concern Questionnaire was developed to measure teachers' positions concerning an educational innovation. It was developed from the statements made by 300 elementary school and college teachers about their own concerns, and factor analysis was used to select 35 items which loaded highly on the seven concerns of the model. Test reliability was satisfactory, based on internal consistency estimates of .64 to .83, and test-retest reliability of .65 to .86. Research studies have supported the test's validity. Some longitudinal studies have also demonstrated that teachers, over time, pass through the hypothesized stages. (GDC)

ED 187 717 TM 800 192

Borich, Gary D.

A State of the Art Assessment of Educational Evaluation.

Pub Date- 80

Note-102p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Decision Making, *Educational History, Educational Philosophy, Elementary Secondary Education, *Evaluation Methods, *Models, Needs Assessment, *Program Evaluation, Research Methodology, State of the Art Reviews, Systems Approach, Values

Identifiers-Dewey (John), Evaluation Problems, Naturalistic Research

Some of the historical developments which have influenced educational evaluation are the importance of operationalism and behavioral objectives; curriculum reform; the Elementary and Secondary Education Act; and school and teacher accountability. Major problems related to current evaluation practices include negative attitudes toward evaluation, and the lack of theory and adequate guidelines for evaluation. Traditional conceptual schemes of evaluation include measurement as evaluation; determination of congruence; professional judgment; and applied research, though most evaluators and researchers implicitly support a separation between these two modes of inquiry. Current approaches to evaluation and evaluation models include Provus' discrepancy evaluation model, Stake's antecedents-transactions-outcomes model, and the context, input, process, product (CIPP) model. These decision-oriented evaluation models can be contrasted with value-oriented evaluation, based on Dewey's conceptualization of valuation. Out of this theoretical base, naturalistic evaluation methods have arisen, including the responsive, judicial, transactional, connoisseurship, and illumination models. Concurrently, systems-oriented evaluation has also been developed, to interconnect the planning, development, and evaluation process. All these approaches have implications for needs assessment and policy analysis. (Over 80 bibliographical references are appended.) (GDC)

ED 187 718 TM 800 193

A Study of Procedures for Developing and Implementing Life-Related Minimal Competency Programs in Fifteen States.

Maryland State Dept. of Education, Baltimore.
Pub Date-78
Note-62p.
Pub Type- Tests/Questionnaires (160) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Standards, *Basic Skills, *Competency Based Education, *Daily Living Skills, Educational Assessment, Educational Testing, Elementary Secondary Education, Inservice Teacher Education, Instructional Improvement, Minimum Competencies, *Program Implementation, *State Programs, Statewide Planning, Student Evaluation
Identifiers-Life Skills

The concern of educators and the general public over the decline in basic skills achievement of students nationwide has led to a national push for results-oriented instruction and educational accountability. Many states are developing tests for life-related competencies which students should master during the schooling process. States moving toward certification of competencies through testing are doing so in teams of two categories: the basics'' (school skills) and survival skills'' (life-roles). The Project Basic Office of the Maryland State Department of Education conducted a study of a group of states which intend to assess competencies beyond the basics. This paper reports the procedures used for the study, presents data collected from responding states, and poses some of the questions which the data suggest. The purposes of the study are: (1) to identify those states moving toward assessment of life-role competencies beyond the basics; (2) to describe ways in which these states are developing programs for assessment; and (3) to discuss similarities among the programs. Several appendices are included. (Author/GSK)

ED 187 719 TM 800 213

Brigham, Donald Sullivan, Edward A.

The Evaluation of Visual Arts in a Basic Education Program.

Pub Date-Apr 80

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, Comparative Testing, Concept Formation, Elementary Secondary Education, Grade 7, Test Items, *Visual Arts, Visual Literacy

The goals of the visual arts program of the Attleboro (MA) public schools, its relationship with the rest of the curriculum, and a study of the effectiveness of the program in seventh grade are described. It is suggested that the visual conceptual skills that are developed through the visual arts program are essential to cognitive processes and are prerequisite for language, mathematics, and scientific cognition and communication. A visual arts performance test was designed by the visual arts teachers to cover the concepts of sequence, basic structure, depth, balance, and visual analogy. This test was administered to seventh graders in Attleboro and in another similar community in September, 1977 and again in June, 1978. Sample items from the test are given, and the average scores for the pretest and the posttest for each community are tabulated for both total scores and scores for each of the five concepts. A table is presented showing the skills in reading, mathematics, and science that are assumed to be related to each of the five visual arts concepts. (CTM)

ED 187 720 TM 800 214

Holley, Freda M.

Evaluation Utilization: Is It Easier to Move a Mountain Than a Molehill?.

Pub Date-Apr 80
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Innovation, Elementary Secondary Education, *Meetings, *Program Evaluation, *Research Utilization, *School Administration, School Supervision, *Teacher Evaluation, Teacher Workshops
Identifiers-Austin School District TX

The difficulties of putting the findings of an evaluation into practice in a city school district are discussed with two emphases: the number and variety of the demands on the time and attention of the superintendent and administrative staff, and the complexity and detailed work required to implement a new or revised program. A hypothetical, but typical, day in the life of a city school superintendent is described, including the meetings, reports, legal matters, and decisions that must be dealt with. Urban schools are described as worlds of chaos not only beset by the types of human and student crises that have always been there; but newly by wave after wave of legal, bureaucratic, and political problems. A chart presents the 38 special programs in 20 Title I schools for the past 4 years. An example is presented of the activities that were involved in utilizing a new teacher evaluation system, including the workshops, other meetings, and the data collection and analysis that were required to make the system functional. It is suggested that the amount of time and effort required for high priority problems makes the solution of small problems even more difficult. (Author/CTM)

ED 187 721 TM 800 216

St. Pierre, Robert G.

Follow Through: A Case Study in Metaevaluation Research.

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, Data Analysis, Early Childhood Education, *Educational Assessment, Evaluation, *Evaluation Methods, Federal Programs, *Models, Research Design

Identifiers-*Metaevaluation, Project Follow Through

Three different approaches to metaevaluation are described and shown to have been applied to the study of Project Follow Through. These approaches include evaluation of primary evaluations, integrative meta-analysis in which results from several primary evaluations are combined, and secondary analysis involving the independent reanalysis of the raw data from a primary evaluation. These approaches are discussed in terms of the roles of the participants in the national evaluation of Project Follow Through and subsequent to the national evaluation. The metaevaluation models are contrasted with respect to three dimensions: (1) whether the metaevaluation is performed parallel or subsequent to the primary evaluation; (2) whether or not the raw evaluation data are reanalyzed by the metaevaluator; and (3) whether a single or a multiple data set is used. The key premise of metaevaluation is that evaluations should be subject to critical review in order to provide a balanced perspective for decision makers. (Author/CTM)

ED 187 722 TM 800 217

Treadway, Peter G.

Functional Analysis of Educational Programs.

Pub Date-Apr 80

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demonstration Programs, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Field Tests, *Program Evaluation, Program Implementation

Identifiers-Adaptation Concept, *Functional Analysis, Replication

A procedure was developed for on-site evaluation of replications of exemplary programs that emphasized the replication of the functions accomplished rather than the processes performed. Program functions are defined as operational purposes. A functional analysis begins with identifying program components; describing them fully; and then listing the inputs, processes, and outcomes of each stage and tracing the relationships among them. The next step is to write concise descriptions of the functions of each component of functionally related activities. This procedure has been found to be more sensitive and comprehensive than one that derives a list of functions directly from a description of the program. The basic purpose of this functional analysis is to provide a framework for studying and evaluating program implementation in adopter sites. Interview instruments are developed from listed functions. Resources and activities are analyzed to determine if they are fulfilling their intended functions. Functions that are not fulfilled are noted and alternatives are looked for. Finally data not related to intended functions are reviewed. (Author/CTM)

ED 187 723 TM 800 218

Rice, William K., Jr. And Others

The Functional Language Assessment: A Short Test of English Proficiency.

Pub Date-Apr 80
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Students, Cutting Scores, Elementary Education, *English (Second Language), Language Fluency, Language Proficiency, *Language Tests, *Speech Tests, Test Norms, Test Reliability, Test Validity
Identifiers-Functional Language Assessment

The Functional Language Assessment (FLA) is a screening test which, when used in combination with teacher ratings and English achievement test scores, helps identify students, aged 5 through 13 from non-English speaking backgrounds, in need of bilingual programs. The language proficiency test can be administered by school staff who do not speak the student's home language. Three reliability studies indicate that the same observed student behavior will receive similar ratings from testers and that students will perform similarly on a test-retest. Factor analysis indicates two factors which remain stable across different populations: the ability to produce oral English and the ability to understand oral English. The test is inexpensive, needs no special equipment or specialized personnel, and can be administered to any child regardless of home background or age. (Author/CTM)

ED 187 724 TM 800 219

Froman, Robin D. Owen, Steven V.

Influence of Different Types of Student Ratings Feedback Upon Later Instructional Behavior.

Pub Date-Apr 80
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Check Lists, *College Faculty, *Feedback, Higher Education, Information Utilization, Pretests Posttests, Rating Scales, Research Needs, *Student Evaluation of Teacher Performance, Teacher Effectiveness, *Teacher Improvement, Teaching Styles
Identifiers-University of Connecticut

The short-term effect of feedback of student ratings of college teachers was investigated, but no significant differences were found. Ratings of 84 teachers, in three experimental groups and a control group, were obtained in the third week of the fall semester and again during the final week of the same semester. Feedback in the form of a computer printout was provided by the sixth week of the semester. One group received feedback in the form of scores on ten high-inference rating scales describing broad aspects of teaching effectiveness. Another group received feedback regarding their position on items from a 68-item behavioral check list. The third experimental group received both kinds of feedback, and the control group received no feedback. No significant differences were found among the four groups with respect to either pretest ratings or demographic information. Multivariate analysis of covariance failed to indicate any significant differences among the four groups with respect to posttest ratings. (The evaluation form is appended, as well as sample printouts). (CTM)

ED 187 725 TM 800 220

Cleland, Winston E. Idstein, Peter M.

In-Level versus Out-of-Level Testing of Sixth Grade Special Education Students.

Pub Date-Apr 80
Note-15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Grade 6, *Grade Equivalent Scores, Intermediate Grades, Norm Referenced Tests, *Special Education, *Test Interpretation
Identifiers-California Achievement Tests, New Castle County School District DE, *Out of Level Testing

When 74 sixth-grade special education students were tested on the fifth-and fourth-grade levels of the 1977 California Achievement Test, their scores dropped significantly, although converted to in-level norms. Test validity, measured by the number of students scoring at floor level, on the in-level versus below-level norms, was subtest dependent. There were no differences in the mathematics comprehension subtest, but significantly more students scored above floor level on the below-level reading vocabulary and reading comprehension subtests. A locator test, designed to aid teachers in selecting the proper test level, substantially underpredicted the percentage of students scoring above chance and floor levels. Results imply that out-of-level testing be approached with extreme caution. (CP)

ED 187 726 TM 800 221

Felker, Roberta M.

The Integration of Evaluation Paradigms Through Metaphor.

Pub Date-Apr 80
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrators, Case Studies, Elementary Secondary Education, *Evaluation Methods, *Metaphors, *Professional Development, *Program Evaluation, Research Design, *Research Methodology, Scientific Methodology
Identifiers-Qualitative Factors, Special and General Education Leadership Project

The point of view is presented that evaluation projects can be enriched by not using either an exclusively quantitative model or an exclusively qualitative model but by combining both models in one project. The concept of metaphor is used to clarify the usefulness of the combination. Iconic or holistic metaphors describe an object or event as unique, whereas analogic or comparative metaphors emphasize the relational or common attributes of objects or events. The most powerful evaluations recognize the potential of both a situation's uniqueness and its universality. This paper focuses attention on the blending of the interpretations that emerged from different types of data, identifying a wider range of potential elaborations than would have been possible using either type of data, or metaphor, alone. The evaluation of the Special and General Education Leadership Project (SAGE) is used as an example. In this evaluation project the first two years depended on a quantitative approach; but, due to a change in leadership, the third year of the project added a qualitative, anthropological, point of view to the data collection. (The information form for staff development activities is appended). (Author/CTM)

ED 187 727 TM 800 222

David, Jane L.

Local Uses of Title I Evaluations.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-EPRC 21

Pub Date-Jul 78

Contract-100-77-0095

Note-55p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Tests, Compensatory Education, Decision Making, Educational History, Elementary Secondary Education, Evaluation Needs, Informal Assessment, *Information Utilization, Program Attitudes, Program Effectiveness, *Program Evaluation, Program Improvement, *School Districts, Standardized Tests

Identifiers-*Elementary Secondary Education Act Title I, *Metaevaluation

A survey of administrators, teachers, and parents in 15 Elementary Secondary Education Act Title I school districts indicated that evaluations are used locally to meet federal and state requirements, to inform parents and staff, and to confirm positive attitudes toward a program. Standardized achievement tests, the backbone of Title I evaluations, are viewed as inadequate for judging or improving programs. Respondents felt tests were biased and preferred other measures: skill-specific tests, observation, self-concept or attitude measures. Evaluations were not used to improve programs for several reasons: program stability; funds; politics; unavailability of results in time for decision making; differing information needs of federal, local, and state agencies. Respondents disliked evaluation and ignored negative results if they believed in a program. Until these underlying attitudes change, evaluation results, even if technically sound, will not be used. Of the two current federal strategies for Title I evaluation, an independent national study and a local-to-state-to-federal reporting scheme, the latter is more likely to be used. The federal government should be committed to increasing communication between program staff and evaluation staff, and to promoting evaluation among local staff. (CP)

Epps, Jean M.

Overcoming Barriers to School Based Research: A Local School Perspective.

Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Competence, Cooperative Planning, *Cooperative Programs, *Educational Cooperation, *Educational Research, Educational Researchers, Elementary Secondary Education, *Research Problems, School Personnel, *Teamwork
Identifiers-School Based Research

The importance of collaboration between professional research and professional personnel in the classroom and school office is described, and suggestions are made for overcoming barriers to effective collaboration. Crandall's conditions for effective collaboration are: that the participants possess substantive competency; that both organizations function effectively with clear lines of communication and a minimum of red tape; and that participants possess collaborative competency and a commitment to the task at hand. Suggestions for overcoming barriers include: (1) make data collection profitable to the school districts that collect the data; (2) respect the local districts' way of doing things; (3) use familiar language or define clearly the terms you use; (4) take the time necessary to comply with the Privacy Act; and (5) do not waste peoples' time with poor quality research. (Author/CTM)

ED 187 729 TM 800 224

Merkel-Keller, Claudia

Parameters of Quality Control and Decision Making At the State Level.

Pub Date-Apr 80

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compensatory Education, Elementary Secondary Education, *Models, *Quality Control, School Districts, *School Statistics, State Departments of Education, Test Results

Identifiers-Elementary Secondary Education Act Title I, New Jersey, RMC Models, *Title I Evaluation and Reporting System

The recommendation is made that Elementary Secondary Education Act Title I data should be subjected to quality control procedures at local, state, and national levels. An industrial quality control model may provide a useful approach, particularly at the state level. A brief description of the Title I Evaluation and Reporting System is given, including mention of the three RMC Models and the use of a normal curve equivalent scale. The aggregate reporting model is described in which schools report to districts, which report to states, which in turn report to the federal level. Shewhart control charts are recommended for one phase of quality control as a means of identifying statistical outlines. For another aspect of quality control, a list is provided of items to be checked in verifying the data received from school districts by the state education agency. (CTM)

ED 187 730 TM 800 225

Airasian, Peter W.

A Perspective on the Uses and Misues of Standardized Achievement Tests.

National Council on Measurement in Education, East Lansing, Mich.
Pub Date-79
Note-13p.
Available from-National Council on Measurement in Education, USPS
823120, 1230 17th Street, N.W., Washington, DC 20036 ($1.50).
Journal Cit-NCME Measurement in Education; v10 n3 Fall 1979
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *Achievement Tests, Decision Making, Educational Objectives, Educational Policy, *Educational Testing, Elementary Secondary Education, Measurement Techniques, Scores, *Standardized Tests, *Testing Problems, *Test Interpretation, Test Reliability, Test Results, Test Validity

The nature and common uses of standardized achievement tests are described and placed in context in order to evaluate claims and criticisms that are commonly made. Tests are described as samples of behavior and hence subject to sampling errors. Much of the debate is dominated by emotion and prejudices. There is very little empirical evidence about the effects of tests as a part of the complex educational situation. Test results are misused if they are treated as exact and permanent indices of achievement; if they are used as the sole basis for making important decisions; if the constructs they measure are misinterpreted; or if they are interpreted as caused only by the content of the test. Within the classroom, test scores may legitimately be used as supplements to other information available to the teacher. Outside the classroom, where other information may be less available, the use of tests for accountability decisions is more questionable; but the demands for student and teacher accountability are strongly supported and there may be no other, more credible, information available. The school and classroom are evaluative environments and evaluations will continue to be made. (Author/CTM)

ED 187 731 TM 800 226

Abert, James G., Ed.

Program Evaluation at HEW: Research versus Reality. Part 2: Education.

Pub Date-79

Note-403p.

Available from-Marcel Dekker, Inc., 270 Madison Avenue, New York, NY 10016 ($39.75)

Pub Type- Books (010) - Collected Works - General (020) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Bilingual Education, *Case Studies, Compensatory Education, *Educational Assessment, Educational Television, Elementary Secondary Education, *Evaluation Methods, *Federal Programs, Higher Education, Migrant Education, Performance Contracts, *Program Evaluation, School Desegregation, Teacher Education Programs, Team Teaching, Underachievement, Urban Education

Identifiers-Department of Health Education and Welfare, Elementary Secondary Education Act Title I, Emergency School Assistance Program, Sesame Street, Teacher Corps, Upward Bound

Intended for both the student and the practitioner of evaluation, this book describes the state of the practice of program evaluation. Its focus is mainly institutional. Results of evaluation studies are of secondary importance. An introductory chapter written by the editor discusses evaluation at the Office of Education from 1967 through 1973. The remainder of the book consists of eight case studies, as follows: (1) Evaluation of Sesame Street'': Two Case Studies, by Gerry Ann Bogatz; (2) Evaluation of the Effectiveness of Compensatory Education Funded by Title I, ESEA, by Kenneth F. Gordon and Barbara J. A. Gordon; (3) Evaluation and Evaluative Research in an Urban Bilingual Program, by Robert J. Cahill and Joseph J. Foley; (4) Migrant Education, by Jack Harbeston; (5) The OEO Experiment in Educational Performance Contracting, by Horace W. Ray and others; (6) Evaluation with an Experimental Design: The Emergency School Assistance Program, by Robert L. Crain and Robert L. York; (7) Teacher Corps, by Robert H. Crosby; and (8) Evaluations of Upward Bound for the Office of Economic Opportunity. (Author/CTM)

ED 187 732 TM 800 227

Cohen, Eli

Prompted Feedback: A Novel Approach to Course and Instructor Evaluation.

Pub Date- 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Evaluation, Feedback, Higher Education, Instructional Improvement, *Measurement Techniques, Questionnaires, Rating Scales, *Self Evaluation (Individuals), *Student Evaluation of Teacher Performance, Teacher Improvement, Teaching Skills, Test Validity

Identifiers-*Prompted Feedback

A procedure is described for adding to the usefulness of students' ratings of college instructor effectiveness. This procedure begins with the students responding to a rating scale; in this instance a 25-item, 5-poing scale, but other scales might be used. Then the students are asked to write brief comments on three of those items which they rated highest and lowest, and finally to write other comments on ways to improve the course. At the same time the instructor responds to the same rating scale by indicating how relevant the items are to the course and then his self evaluation on those items. The results of a use of this procedure are discussed and the advantages are presented in comparison with other techniques that have been used for student evaluation of instructors. (CTM)

ED 187 733 TM 800 228

Haenn, Joseph F.
Reasons Why Evaluations and Testing Don't Inform.
NTS Research Corp., Durham, N.C.
Pub Date-Apr 80
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adoption (Ideas), *Educational Assessment, Elementary Secondary Education, *Information Utilization, Models, Organizational Climate, Participant Characteristics, Program Evaluation, Research Problems, School Districts, Testing, *Testing Problems

A number of organizational, personal and methodological characteristics have been identified through the literature which inhibit or can be used to facilitate the use of evaluation and testing information. Inhibitors of information usage include organizational characteristics such as loosely coupled and decentralized systems, personal characteristics such as lack of awareness or interest in the needs and values of evaluation, and methodological characteristics of the evaluation. Although a few of these characteristics are static and not easily changed, most can be modified through the strategies of (1) creating a demand for the utilization of evaluation and testing information, (2) facilitating cooperation between evaluation personnel and decision-makers, and (3) improving reporting practices. A model of local district use of evaluation and testing information based on these characteristics and strategies were presented and discussed. (Author/CTM)

ED 187 734 TM 800 229

Moses, Barbara E.

The Relationship between Visual Thinking Tasks and Problem-Solving Performance.

Bowling Green State Univ., Ohio.

Pub Date-Apr 80

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning, *Age Differences, Cognitive Tests, Creativity, Elementary Secondary Education, Grade 5, Grade 9, Higher Education, *Mathematics, Perception Tests, *Problem Solving, *Sex Differences, *Spatial Perception, Undergraduate Students, *Visualization

Identifiers-*Problem Solving Test (Moses)

This investigation analyzed sex-related and age-related differences on spatial visualization tasks, reasoning tasks, and mathematical problem-solving tasks; and the effects instruction in visual thinking would have on these differences. Students in fifth grade, ninth grade, and in college, were tested before and after twelve weeks of instruction on seeing, imagining, and drawing two-and three-dimensional figures. Four tests were used to measure spatial visualization: the Mental Rotations Tests, and three sections of the Kit of Reference Tests for Cognitive Factors: Punched Holes Test, Form Board Test, and Hidden Figures Test. There were two measures of reasoning: Nonsense Syllogisms Test, and Reasoning Test; and a newly-developed problem-solving test. Results indicated that problem-solving correlated significantly with spatial skills, reasoning skills, and degree of visuality. Older students performed significantly better on all tests. Males performed better on spatial tasks while females performed better on reasoning tasks; with increasing age, the gap between sexes widened on spatial and reasoning tasks, but not on problem-solving tasks. Instruction affected spatial and reasoning ability, but not problem-solving performance or degree of visuality. (The problem solving test is appended). (CP)

ED 187 735 TM 800 230

Boyd, Robert D. And Others

A Report on an Evaluation Study of the Group Dynamics Traffic Safety School, State of Wisconsin.

Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
Spons Agency-Wisconsin State Dept. of Transportation, Madison.
Pub Date-79
Contract-00-79-04-01-06-090-C
Note-209p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adults, Affective Objectives, *Alcohol Education, *Classroom Communication, Correctional Rehabilitation, Developmental Stages,

Driver Education, Group Behavior, Group Discussion, *Group Dynamics, Participant Satisfaction, *Program Evaluation, Rehabilitation Programs, *Student Teacher Relationship, *Teacher Effectiveness, Teacher Role, Teaching Styles, Traffic Safety
Identifiers-Group Dynamics Traffic School Program, Wisconsin

The evaluation of the effectiveness of the classes for persons convicted of driving while intoxicated was based largely on analyses of verbal behaviors of participants and instructors, using the psychosocial theories of Erik Erikson. The established goals of the course emphasize that the information must be dealt with in a group situation where facts, ideas, feelings, and perceptions can be mulled over in give-and-take interactions. Ten representative classes were selected for this study. Separate chapters cover teacher roles, participant-instructor verbal interaction and adaptive behavior, teaching style and the resolution of group conflict, developmental phases of successive class sessions, and instructional work and emotional response. Each chapter has a section explaining the theoretical framework, the methodology, the findings, and their interpretation. The final chapter presents the conclusions that in general the instructors were not sufficiently effective in bringing about the emotional involvement of the participants that would have been required to bring about effective attitude and behavior changes. Recommendations are made for improving the program. (Author/CTM)

ED 187 736 TM 800 231

Bachelor, Barry And Others

Response Rarity as a Criterion in the Measurement of Originality.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creativity, *Creativity Tests, Elementary Education, Higher Education, *Responses, Scores, *Scoring, Test Reliability, *Test Validity

Identifiers-Guilford Creativity Test Battery, Response Rarity, Wallach and Kogan Creativity Test Battery

Verbal responses to several tests of originality were subjectively rated for originality. The ratings were compared with the statistical frequency of these responses in two samples of test takers, 150 elementary school children and 60 college students. The elementary school children were administered three measures from the Wallach and Kogar test battery: Uses, Instances, and Similarity. The children were encouraged to think of a response nobody else in their class would think of. The college students' tests were the Alternate Uses test of Christensen, Guilford, Merrifield, and Wilson and the Consequences test of Christensen, Merrifield, and Guilford. Responses were classified in four categories: unique, used twice, used three times, and used four or more times. Responses were also rated on a five-point scale of originality. Interjudge reliability of the ratings ranged from .62 to .92 for various samples; but the correlation between originality ratings and infrequency of usage ranged from .03 to .16. It is suggested that response frequency scores are not a valid substitute for originality scores for tests like these. (CTM)

Furr, Jane D.

The Relationship of High School Reading and Mathematics Achievement and Employment Experiences: Implications for Minimal Competency Testing.

Pub Date-9 Apr 80
Note-37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Employment, Employment Level, *High School Graduates, High Schools, Income, Job Satisfaction, Longitudinal Studies, Low Achievement, Minimum Competency Testing, *Reading Achievement, *Secondary School Mathematics, Sex Differences, Students
Identifiers-*National Longitudinal Study High School Class 1972

Employment characteristics reported 30 months after graduation by over 1,000 respondents to the National Longitudinal Study of the High School Class of 1972 (NLS) were related to high school achievement on the Student Test Book of the NLS. Although respondents did not take a minimum competency test, experts agreed that the Student Test Book would correlate because it measured the same skills. Based on their Student Test Book percentile ranges, students were classified as having a low, marginal, or average probability of passing a minimum competency test. There was no significant relationship between the three passing classifications and the five employment characteristics under study: unemployment, occupational category, job steadiness during the previous year, income (combined if married), and job satisfaction. As expected, men dominated the labor and craft occupational categories; women dominated the clerical category. Income of single females was significantly lower than that of single males, especially when occupational category overlapped. Results implied that minimum competency testing has several limitations: it measures skills which are beneficial for independent living, but not essential for everyday survival; it ignores non-cognitive factors influencing employment, such as race, socioeconomic status, personality, school attendance; and it may incorrectly label students as incompetent because passing levels are inappropriate. (CP)

ED 187 738 TM 800 233

Prentice, Barbara S. Richardson, Denise R.

Results of Survey Questionnaire for AERA Division H: School Evaluation and Program Development Fostering Fruitful University/LEA Relations.

Pub Date-Apr 80
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College School Cooperation, Educational Researchers, Elementary Secondary Education, Higher Education, Institutional Characteristics, Participant Characteristics, Research and Development Centers, *Research Directors, *Research Needs, *Research Problems, *School Districts, *Schools of Education
Identifiers-American Educational Research Association

A survey was conducted to identify problems associated with cooperative research projects between universities and local education agencies (school districts); personal and organizational census data were also collected. Sixty-seven research directors from large city schools, 59 researchers in local agencies, and 24 college of education deans responded to the 86-item scaled and open-ended survey. The relationship was characterized by misunderstanding and mutual recrimination about research design and needs. Some benefits were cited, however, such as: closer contact for the university with reality; technical help at reduced cost; credibility of an outside authority; and higher funding of collaborative projects. An organized group of school researchers (Division H of the American Educational Research Association) made recommendations for fostering cooperation between local education agencies and university researchers: early and sincere involvement of both parties; shared decision-making; clearly specified policies and procedures; fund raising; involvement of research journals; and establishment of an awards program. About 100 open-ended survey responses are included; four exemplary projects are briefly described. (CTM)

ED 187 739 TM 800 235

Haney, Walt

Summary of the Spring 1978 Conference of the National Consortium on Testing; June 5, 1978.

Huron Inst., Cambridge, Mass.

Pub Date-5 Jun 78

Note-113p.; For related documents, see TM 800 236-237.

Available from-Huron Institute, National Consortium on Testing, 123 Mt. Auburn Street, Cambridge, MA 02138 ($5.00)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Accountability, Court Litigation, *Educational Testing, *Minimum Competency Testing, Professional Associations, Public Opinion, *Standards, Testing Problems, Test Results

Identifiers-*National Consortium on Testing, Supreme Court

Remarks made at several panel discussions are summarized in this narrative report. The discussion topics and speakers include: (1) public education and testing Tom Tomlinson, Ann Kahn, Herb Mack, and Jean Nazzaro, with remarks by Patricia Albjerg Graham; (2) standards regarding testing Walt Haney, Barbara Lerner, Ann Cook, Willo White, and Bob Solomon; and (3) minimum competency testing Edith Petrock, Peter Airasian, George Madaus, Merle McClung, and Hayes Mizzell. The appendices include a paper by Barbara Lerner on the Supreme Court and professional standards for testing; Willo White's memorandum, Call for Information on Test Misuse and Abuse;'' the Education Commission of the States' paper on policy issues concerning minimum competency testing; Peter Airasian's paper, Pre-measurement Issues in Minimal Competency Testing;'' and Measurement Issues and Consequences Associated with Minimal Competency Testing,'' by George Madaus. (GDC)

ED 187 740 TM 800 236

Scott, Laurie

Summary of the Fall 1978 Conference of the National Consortium on Testing: October 23-24, 1978.

Huron Inst., Cambridge, Mass.

Pub Date-9 Nov 78

Note-91p.; For related documents, see TM 800 235 and TM 800 237.

Available from-Huron Institute, National Consortium on Testing, 123 Mt. Auburn Street, Cambridge, MA 02138 ($5.00)

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Criterion Referenced Tests, *Educational Assessment, *Educational Testing, Evaluation Methods, Minimum Competency Testing, Professional Associations, Standardized Tests, Standards, State Legislation, Testing Problems, *Test Reviews, Test Selection

Identifiers-Alternatives to Standardized Testing, California, *National Consortium on Testing, Project TORQUE

Discussions at the National Consortium on Testing conference are summarized. Updates on recent and upcoming events are given by Jeff Schiller (National Institute of Education), Doug Whitney (American Council on Education), John Maxwell (National Council of Teachers of English), Dorianne Almann (National Science Teachers Association), Eric Gardner (National Council on Measurement in Education), and Walt Haney (Huron Institute): Ron Hambleton's presentation on the state of criterion-referenced testing and Banesh Hoffman's remarks on declining writing ability are summarized. Alternative approaches to educational assessment are discussed by Vito Perrone, George Hein, Fritz Mosher, and Judah Schwartz, who describes Project TORQUE. Topical sessions on minimum competency testing and standards for tests and test use are led by George Madaus and Walt Haney, respectively. Deborah Coates also discusses the National Academy of Science's Committee on Ability Testing. Appendices include a summary of California Testing legislation, guidelines for evaluating criterion-referenced tests and test manuals, bibliographies, standards for test use, newsletters/announcements, and an outline for reviews of commonly used achievement and diagnostic test series. (GDC)

ED 187 741 TM 800 237

Haney, Walt Radin, Eugene

Summary of the Fall 1979 Conference of the National Consortium on Testing: November 5-6, 1979.

Huron Inst., Cambridge, Mass.

Pub Date-1 Dec 79

Note-104p.; For related documents, see TM 800 235-236.

Available from-Huron Institute, National Consortium on Testing, 123 Mt. Auburn Street, Cambridge, MA 02138 ($5.00)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Entrance Examinations, *Court Litigation, Curriculum, Educational Legislation, *Educational Testing, Information Utilization, Intelligence Tests, Legal Problems, Minimum Competency Testing, Professional Associations, School Districts, State Programs, Test Coaching, *Testing Problems, *Testing Programs

Identifiers-California, Debra P v Turlington, Federal Trade Commission, Florida, Larry P v Riles, *National Consortium on Testing, New York (New York), South Carolina

Remarks made at the conference are summarized in seven sections of this narrative report: (1) update: recent events concerning testing, representing the viewpoints of school districts, professional associations, government agencies, and research organizations; (2) National Institute of Education (NIE) study of school districts' use of test and evaluation information (Mary Ann Millsap); (3) Florida minimum competency testing case: Debra P. versus Turlington (Diana Pullin and George Madaus); (4) relationship between testing and curriculum (a panel: Joel Weiss, Decker Walker, Ann Cook, Andrew Porter, and Amity Buxton); (5) recent legislation to regulate testing (Walt Haney, Rex Brown); (6) test coaching controversy and the Federal Trade Commission report (Walt Haney); and (7) summary and discussion (Walt Haney, Eugene Radwin, and Vito Perrone). The appendices include the Speech Communication Association's criteria for evaluating tests and assessment guidelines; The Essentials of Education,'' a statement from 12

organizations; a description of the Math/Science network; Banesh Hoffman's criticism of mathematics test items; a summary of the court decision, Larry P. versus Riles; a description of the NIE study and of further grants; sample materials from a school district's program; and a description of the impact of New York state's La Valle bill. (GDC)

ED 187 742 TM 800 238

Hathaway, Walter E.

Testing Teachers to Ensure Competency: The State of the Art.

Pub Date-Apr 80

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Competence, Competency Based Teacher Education, *Elementary School Teachers, Elementary Secondary Education, Higher Education, Legal Problems, *Minimum Competency Testing, Public Opinion, School Districts, *Secondary School Teachers, State Programs, Teacher Certification, *Teacher Evaluation, *Testing Problems, Testing Programs

Identifiers-National Teacher Examinations

The public's reasons for encouraging the competency testing of teachers are discussed, as well as arguments against teacher testing. Testing activities or considered legislation in Florida, Mississippi, North Carolina, South Carolina, Louisiana, Tennessee, Georgia, Arkansas, Virginia, Iowa, Oklahoma, Arizona, Wisconsin, and New York are briefly outlined; as are local district activities in Pinellas County, Florida; Austin and Dallas, Texas; Torrington, Connecticut; Mobile, Alabama; Prince Georges and Montgomery Counties, Maryland; Emporia, Kansas; Richmond, Virginia; New York and Buffalo, New York; Chicago, Illinois; and Salem, Oregon. Two major arguments in support of teacher competency testing are explored: the signs that significant numbers of teachers are incompetent; and the failure of current teacher education, certification, selection, and evaluation procedures to solve these problems. Problems associated with testing are also discussed: (1) uncertainty exists as to which criteria validly measure teacher competence teacher competence; (2) tests can only screen out the very worst teachers; human judgments are still required; and (3) tests may not legally discriminate against teacher applicants. It is concluded that teacher testing may be part of a solution to current problems, if testing is improved in conjunction with certain changes in teacher education and educational administration. (GDC)

ED 187 743 TM 800 240

Seidman, Robert H.

Toward a General Model of the Shifting Benefits and Liabilities of Educational Attainment.

Pub Date-Apr 80

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attendance, *Compulsory Education, Credentials, *Educational Policy, High School Graduates, High Schools, *Mathematical Models, Program Effectiveness, *Socioeconomic Status

A model is presented for the effects of compulsory high school attendance and the relationship between the percent completing high school and the benefits associated with high school completion. Some of the characteristics of this nation's educational system are discussed, and a normative principle is stated that those having a greater share of educational goods merit a greater share of non-educational social goods. The model assumes two categories of people: high school graduates with no further education and those who have not graduated. It further assumes a normal distribution of non-educational social benefits and a perfect biserial correlation between high school graduation and social benefits. The conclusion is reached that beyond a 75 percent high school completion ratio, it no longer pays to finish high school, but it is a serious social disaster not to do so. It is suggested that the present rate of 75 percent may be a natural point of stability. The possible effects of various educational policies are discussed in terms of the implications of this model. (Author/CTM)

ED 187 744 TM 800 242

Slaughter, Helen B.
Using the Title I Control Group Model for Evaluation Research and Development of a Supplemental Mathematics Project for Third and Fifth Grade Students.
Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Covariance, *Comparative Testing, Compensatory Education, Elementary Education, *Elementary School Mathematics, Elementary School Teachers, Federal Programs, Grade 3, Grade 5, Hypothesis Testing, Mathematics Instruction, *Mathematics Materials, Mathematics Teachers, Quantitative Tests
Identifiers-Elementary Secondary Education Act Title I, RMC Models

Mathematics achievement of Elementary Secondary Education Act Title I students was evaluated, using RMC Model B, the control group model. The third-grade students in 8 of 17 Title I elementary schools and the fifth-grade students in the remaining 9 schools were chosen for the pilot project. The remaining third-and fifth-grade students served as the control groups for this experiment. The experimental treatment had two parts: inservice workshops for the teachers and demonstrations by mathematics project specialists in the classroom. The emphasis of the training and the demonstrations in the classrooms was on the use of manipulative materials, such as Cuisenaire rods, with the intention that learning by manipulation would precede symbolic activities by the children. For both third- and fifth-grade children, the pilot project children's post test means scores were not significantly different from their respective control groups. The application of analysis of covariance to the data produced the same result. (CTM)

ED 187 745 TM 800 246

Hunyh, Hunyh Saunders, Joseph C.

Accuracy of Two Procedures for Estimating Reliability of Mastery Tests. Research Memorandum 7[illegible]

South Carolina Univ., Columbia.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Grant-NIE-G-78-0087
Note-14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawah Island, SC, February 22-24, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cutting Scores, Error of Measurement, *Mastery Tests, Reliability, Statistical Bias, *Test Reliability, Test Theory
Identifiers-Kappa Coefficient (Cohen)

Comparisons were made among various methods of estimating the reliability of pass-fail decisions based on mastery tests. The reliability indices that are considered are p, the proportion of agreements between two estimates, and kappa, the proportion of agreements corrected for chance. Estimates of these two indices were made on the basis of repeated or alternate test administrations and also on the basis of a single administration with the assumption of a beta-binomial or negative-hypergeometric distribution. Across a variety of test score distributions, test lengths, and mastery (cutoff) scores, the beta-binomial estimates tended to underestimate the corresponding population values. The percent of bias was small (about 2.5%) for p and somewhat larger (about 10%) for kappa. Both beta-binomial estimates had standard errors about one-half the size of the standard errors of estimates based on repeated test administrations. Though the beta-binomial estimates presumed equality of item difficulty, the data

presented indicated that even gross departures from equality of item difficulty did not affect the amount of bias of the estimates. (Author/CTM)

ED 187 746 TM 800 248

Roid, Gale H. And Others

Algorithms for Developing Test Questions from Sentences in Instructional Materials: An Extension of an Earlier Study.

Oregon State System of Higher Education, Monmouth.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.-NPRDC-TR-80-11

Pub Date-Jan 80

Contract-MDA-903-77-C-0189

Note-28p.; For related document, see ED 163 024.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algorithms, Computer Assisted Testing, *Criterion Referenced Tests, Difficulty Level, Form Classes (Languages), Higher Education, High Schools, *Multiple Choice Tests, *Test Construction *Test Items

An earlier study was extended and replicated to examine the feasibility of generating multiple-choice test questions by transforming sentences from prose instructional material. In the first study, a computer-based algorithm was used to analyze prose subject matter and to identify high-information words. Sentences containing selected words were then transformed into multiple-choice items by four writers who generated foils or question alternatives informally and by an algorithmic method. These items were then organized into tests and administered to 24 college students before and after they had studied the instructional materials. In this replication, the tests were administered to 249 high school students, and results were combined with those obtained earlier. This provided stable estimates of item difficulty. Results supported those obtained earlier. Thus, it appears that this item-writing technique is feasible and that algorithmic methods of generating foils produce items of reasonably good quality. (The prose passage used in the study and examples of test items are appended). (Author/CTM)

ED 187 747 TM 800 249

Hinkle, Dennis E. Polhamus, Edward C.

An Application of Bayesian M-Group Regression to Developmental Studies Programs in a Community College.

Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bayesian Statistics, *Community Colleges, *Developmental Studies Programs, Grade Point Average, *Grade Prediction, High Risk Students, *Multiple Regression Analysis, Prediction, Predictive Validity, School Counselors, Two Year Colleges

Classical multiple regression was compared with Bayesian m-group regression, complete with cross-validation. The setting was a post-developmental studies situation in a comprehensive community college. A secondary purpose of the study was to incorporate an advisor prediction of grade point average (GPA) as input into both regression procedures. The reliability and predictive validity of the advisor predictions were both investigated. One major strength of the study was the inclusion of variables measuring progress during developmental studies. Predictions based solely on data available prior to developmental studies would invariably predict failure because it is those variables which suggested a need for developmental studies in the first place. A second major strength of this study was the inclusion of an advisor prediction as a variable in both regression methods. This inclusion maintained comparability between methods while allowing the inclusion of both hard'' and soft'' data. The criterion variable in the study was first-quarter GPA in the student's chosen curriculum, after the student had completed developmental studies. (Author/CTM)

ED 187 748 TM 800 250

Baker, Robert, F. And Others

An Application of Psychometric Procedures in the Non-Psychological Domain: Development of Dissemination System Scales Using Classical Test Theory and Rasch Scaling Techniques.

Pub Date-Apr 80

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Evaluation Criteria, *Evaluation Methods, *Information Dissemination, *Latent Trait Theory, Program Evaluation, State Departments of Education, State Programs, Test Construction, Test Reliability

Identifiers-Rasch Model, Sta[illegible] Capacity Building Program

A set of procedures were deve[illegible]d for evaluating the State Capacity Building Programs; (SCBP), state projects for increasing facilities for the dissemination of information related to education. Six scales were developed, based on questionnaire items, to evaluate the following six facets of state information-dissemination systems: comprehensive resource bases, coordinated resource bases; comprehensive linkages; coordinated linkages; available linkages, products, and services; and institutionalization. Step one of the procedures was a content analysis of the resources used as indicants of position on the six scales. Step two was an assessment of the reliability, or homogeneity, of the scales. Step three was a process of finding the scale values of the indicants and the states, using Rasch model procedures. Data were applied to 29 states that joined the program in 3 successive years and 27 indicants. Indicants were classified in the following types: print-based materials; exemplary program practices; instructional materials; and human resource files. Stages of development were awareness, adoption, implementation, and institutionalization. (Author/CTM)

ED 187 749 TM 800 251

Golub-Smith, Marna

The Application of Rasch Model Equating Techniques to the Problem of Interpreting Longitudinal Performance on Minimum Competency Tests.

Pub Date-Apr 80

Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Goodness of Fit, Mathematics, *Minimum Competency Testing, Reading Achievement

Identifiers-Linear Models, New Jersey, New Jersey Minimum Basic Skills Program, *Rasch Model, *Test Equating

This study presents an application of the Rasch equating methodology on a minimum competency testing program in reading and mathematics. Common item equating was performed in two stages to link the 1978-1979 form of the New Jersey Minimum Basic Skills tests to the 1977-1978 form. Both fit to the Rasch model and stability of the common item pools were investigated prior to the actual equating. Equivalent raw scores derived from the Rasch methodology were compared with a prior linear equating. Special attention was paid to those raw score points around the state's cut-off score. Results from the study indicated moderate to good fit of the tests to the Rasch model. Several unstable'' equating items were found and the equating was therefore carried out in two ways: 1) using all twenty-five equating items, and 2) using just the stable'' equating items. Raw scores derived from both the Rasch and linear methods showed close though not perfect agreement. The equating using only the stable'' equating items changed six out of the seven equating tables. In only two of these six tables, did this change move the scores closer to that given by the linear method. (Author/GSK)

ED 187 750 TM 800 252

House, Gary D.

An Application of Regression Theory to the Evaluation of Pupil Identification Procedures for ESEA Title I Programs.

Pub Date-Apr 80

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests, Compensatory Education, Elementary Education, Elementary School Mathematics, Identification, Reading Achievement, *Regression (Statistics), *Screening Tests, *Test Coaching

Identifiers-*Elementary Secondary Education Act Title I, Iowa Tests of Basic Skills

This paper analyzes data from three administrations (spring and fall 1977 and spring 1978) of reading and mathematics achievement tests across grades three through eight. The study asks two major questions: (1) how accurately are students identified for Elementary Secondary Education Act Title I services based upon the first test administration?; and (2) how accurately are students not identified based upon that test? Through proportional analysis, and comparisons of actual test performances to regression-predicted test performances for several subgroups within the tested population, it was found that students scoring low on the selection test were much more likely to score low on subsequent tests than were high scoring pupils likely to continue to score high. Regression-predicted performance was much more accurate for low scoring pupils than for high scoring pupils. Coaching is strongly suggested by these data. Implications include that the school system in question needs to change its project identification procedures and needs to monitor its testing program. (Author/CTM)

ED 187 751 TM 800 253

McKeegan, Hugh F.
Applied Performance Testing. What Is It? Why Use It? (Paper I).
Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Pub Date- 75
Note-39p.; For related document, see TM 800 254.
Available from-Northwest Regional Educational Laboratory, Clearinghouse for Applied Performance Testing, Lindsay Bldg, 710 SW Second Ave., Portland, OR 97204 ($2.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, Behavioral Objectives, Criterion Referenced Tests, Elementary Secondary Education, *Measurement Objectives, *Performance Tests, Situational Tests, Test Format

Identifiers-*Applied Performance Testing, *Life Skills, Survival Skills

Applied performance tests (APTs) are defined as tests designed to measure performance, in an actual or simulated setting, of tasks significant to a student's life outside the school or significant to adult life. A number of examples are presented to illustrate which skills may be classified as applied performance (such as file a tax return or drive a car safely), as opposed to non-applied performance skills (decode new words, or demonstrate knowledge of driving rules). These non-applied skills, it is noted, are often prerequisites of applied performance; one must learn the rules of the road before being able to drive a car safely. The essential characteristic of APTs is systematic measurement of observable behaviors described in terms of process, product or both in real or simulated settings where previously learned skills and concepts can be applied in problem situations derived from the goals of the institution or sponsor. APTs are briefly contrasted with normative, criterion-referenced, and mastery tests. It is suggested that APTs can be useful for selection, certification, diagnosis, and classification; that they may increase student motivation; that they reinforce experiential learning; and that they may help improve teacher-community relationships. (GDC)

ED 187 752 TM 800 254

McKeegan, Hugh Dennis, Cathy C.

Applied Performance Tests: How to Judge Them; How to Develop Them.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Pub Date- 75
Note-37p.; For related document, see TM 800 253.
Available from-Northwest Regional Educational Laboratory, Clearinghouse for Applied Performance Testing, Lindsay Bldg, 710 SW Second Ave., Portland, OR 97204 ($2.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Criteria, Information Sources, Measurement Objectives, *Minimum Competency Testing, *Performance Tests, Situational Tests, *Test Construction, *Test Selection
Identifiers-*Applied Performance Testing

A good applied performance test (APT) concentrates on measurable objectives which are relevant for today's society in general, for the local community, and for the students. APTs should be valid, objective/reliable, straightforward in format, simple to understand, and able to maintain student interest. Scoring procedures should be standardized and objective, and administrative procedures should be efficient. The development of APTs generally involves eleven steps: (1) analyze content and objectives; (2) survey school and community; (3) decide on content; (4) analyze the task; (5) choose the testing situation; (6) develop directions; (7) develop scoring standards; (8) administer the test to a sample; (9) revise; (10) re-administer the test; and (11) determine its generalizability. Additional information about APTs may be obtained from teachers who have already developed tests, from the Clearinghouse on Applied Performance Testing (CAPT), from testing organizations such as Educational Testing Service, and from regional CAPT Materials Collection Centers. Selection of an APT from an outside source should be based upon the test's relevance to curriculum goals and objectives, as well as its technical qualities (such as reliability, validity, discrimination, format, relevance, scoring, and quality of instructions). (Six discussion questions and 24 bibliographic references are appended). (GDC)

ED 187 753 TM 800 256

Wise, Steven L.

An Approach to Sensitive Questions: The Randomized Response Technique.

Pub Date-Apr 80
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Measures, Behavioral Science Research, College Students, Higher Education, *Questioning Techniques, *Questionnaires, *Research Problems, *Response Style (Tests)
Identifiers-*Randomized Response Technique, Social Desirability Scale (Marlowe Crowne)

The randomized response technique, constructed by Warner (1965), was designed to reduce the number of untruthful responses to sensitive questionnaire items. The present study investigated the effectiveness of this technique for groups differing in the tendency to give socially desirable responses to questionnaire items. A questionnaire concerning certain unacademic activities, such as cheating on exams, was given to 158 participants in either a self-report or randomized-response format. The proportion of people endorsing the unacademic activities items was higher using randomized response for all five items, with three items showing significant differences between the two methods. It is suggested that randomized response technique can reduce untruthful responding, but that it should only be used with items known to be sensitive in nature. No evidence was found that social desirability was a factor in participant response to the items. (Author)

ED 187 754 TM 800 260

Hartman, Allan S. And Others

Basic Skills Improvement Policy and Regulations.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Jan 79

Note-27p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, Community Involvement, *Educational Assessment, *Educational Policy, Elementary Secondary Education, *Minimum Competencies, Minimum Competency Testing, Program Development, Program Implementation, *School Districts, State Legislation, *State Standards, Student Evaluation, Testing Programs

Identifiers-*Massachusetts

To comply with official state regulations, public school districts in Massachusetts must establish minimum standards for reading, mathematics and writing by September 1980, and for listening and speaking by September 1981. The standards must apply to three grade levels: early elementary, late elementary, and secondary. Parents, teachers, administrators and the public should be involved in their establishment. Districts must evaluate achievement at least one grade per level. Choice of instrument is optional for elementary grades; grades 7-12 must use state-developed, commercial, or locally-developed but state-approved tests. An annual report including number and percentage of failures by race, sex, and linguistic minority is required, beginning in 1980-81. Regulations at the secondary level are more stringent: districts must specify plans for remediating failures, and obtain state approval for their program, upon recommendation from a regional education council. Similarly, secondary level standards are specified in detail by subject area. State regulations determine whether transfers, special education students, and linguistic minorities should be exempt. Achievement of standards is not a graduation requirement. An advisory board will recommend standards for consideration by school districts. (CP)

ED 187 755 TM 800 261

Toepfer, Conrad F.

Brain Growth Periodization in Young Adolescents: Some Educational Implications.

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Adolescent Development, Adolescents, Children, *Cognitive Development, Cognitive Measurement, *Developmental Stages, *Elementary Secondary Education, *Learning Readiness, *Neurology
Identifiers-*Brain Growth Periodization

Research findings in the area of brain growth periodization establish that the human brain does not grow on a constant continuum. Eighty-five to ninety percent of youngsters of average and above ability experience periods of great brain growth between ages 3-10 months, 2-4 years, 6-8 years, 10-12 years, and 14-16 years. Mental growth data have indicated that between ages 10-12 years, an average growth of almost 40 months in mental age is experienced, while such an average drops to 7 months from ages 12-14 years. During the same intervals, it has been found that there is virtually no growth in the brain mass. This points to the need for a reexamination of middle grades educational practice in terms of expectations and strategies, because when teaching strategies are based upon cognitive levels and capacities of learners, information is learned more efficiently. (GSK)

ED 187 756 TM 800 262

Huynh, Huynh

Budgetary Consideration in Setting Passing Scores. Publication Series in Mastery Testing, Research Memorandum 79-3.

South Carolina Univ., Columbia. School of Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Grant-NIE-G-78-0087

Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 9-11, 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Budgeting, *Cutting Scores, Mastery Tests, *Mathematical Models, Minimum Competency Testing, Remedial Programs, *Resource Allocation

Identifiers-Beta Binomial Model, Bivariate Normal Distribution

A general model along with four illustrations is presented for the consideration of budgetary constraints in the setting of passing scores in instructional programs involving remedial action for poor test performers. Budgetary constraints normally put an upper limit on any choice of passing score. Given relevant information, this limit may be determined. Alternately, ways to assess the budgetary consequences associated with a given passing score are provided. Such information would be useful in any final decision regarding the passing score. (Author)

ED 187 757 TM 800 264

Holzman, Thomas G. And Others

Cognitive Determinants of Series Completion: Individual and Developmental Differences.

Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Arithmetic, *Cognitive Processes, Computer Assisted Testing, Higher Education, *Induction, *Intelligence Differences, *Intelligence Tests, Intermediate Grades, Memory, Number Concepts, Test Validity
Identifiers-Cognitive Abilities Test, *Number Series Completion

The cognitive determinants of number series completion performance were studied by presenting a systematic set of problems to adults and to children of high and average intelligence, grades 4 and 5. Pearson correlations between these problems and the number series on the Cognitive Abilities Test were .51, .78 and .43 for the average intelligence, high intelligence, and adult groups, respectively. In each group, a combination of content and procedural knowledge factors accounted for 75% of the variance in item solution difficulty. The content factors involved understanding the sequential nature of numbers, and recognizing and executing arithmetic operations. Procedural factors were routines that established the pattern of arithmetic operation in sequence, for memory storage and recall. The most critical processing demand affecting successful performance was the amount of solution-related information to be assembled and managed in working memory. The content and procedural knowledge factors differentiated adults from children, while only content knowledge seemed to differentiate among IQ levels in children. (Author/CP)

ED 187 758 TM 800 265

Marion, L. Marvin

Competency Testing: An Encounter with the Future.

Pub Date-Sep 79

Note-31p.; Paper presented at the Annual Meeting of the Seventh Plains Regional IRA Conference (Minneapolis, MN, September 27-29, 1979).

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Court Litigation, Elementary Secondary Education, *Graduation Requirements, *Minimum Competency Testing, Professional Associations, *School Districts, State Legislation, *State Programs, Student Promotion, *Testing Problems, *Testing Programs

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency Examination); 1976, New York (Basic Competency Tests); 1976, Florida (Functional Literacy Test). To describe testing issues, excerpts from speeches or policy statements of these associations are included: National Assessment of Educational Progress, International Reading Association, National Education Association, National Academy of Education, Association for Supervision and Curriculum Development, and Missouri State Teachers Association. It is concluded that testing should focus on diagnosis and remediation, beginning in elementary school but should not be required for grade promotion or high school graduation. (CP)

ED 187 759 TM 800 266

Lawson, Edwin D. Metivier, Barbara L.

Computer Programs for the Semantic Differential: An Update and Expansion.

Pub Date-80

Note-142p.; For related document see ED 163 033.

Pub Type- Non-Print Media (100)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adjectives, Attitude Measures, *Computer Programs, Models, *Semantic Differential, Statistical Analysis, Test Interpretation

Identifiers-FORTRAN Programing Language

Seven computer programs were written for use with the semantic differential and two additional programs were modified or expanded. The nine programs can compute the following: means, standard deviations, and standard errors on nine subscales and on evaluation, potency, and activity factors (EPA); Osgood D values for all concepts; correlations between EPA scores and D values; tests of significance within and between data samples; and data matrices for construction of a three-dimensional model based upon EPA scores or Osgood D scores. The programs are written in FORTRAN IV for processing on a Burroughs 4700 with 109K. Up to 109 adjective pairs with nine subscales can be accomodated. (The nine programs are appended.) (Author/CP)

ED 187 760 TM 800 267

Weiss, David J.

Computerized Adaptive Performance Evaluation: Final Report, February 1976 through January 1980.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Feb 80

Contract-N00014-76-C-0627

Note-29p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Gains, *Achievement Tests, Aptitude Tests, *Computer Assisted Testing, Criterion Referenced Tests, Feedback, Intellectual Disciplines, *Latent Trait Theory, Mastery Tests, Postsecondary Education, Pretests Posttests, Scoring, Testing Problems, *Test Theory, Time Factors (Learning)

Identifiers-*Adaptive Testing, Test Length

During a three-year project (1977-1980) on computerized adaptive achievement testing, item characteristic curve theory (ICC) and adaptive testing strategies designed almost exclusively for ability testing were applied to achievement testing. Adaptive techniques substantially reduced test length without reducing quality, when applied to three problem areas: the use of unidimensional item pods, the measurement of multiple content areas, and mastery testing. The use of unidimensional ICC in achievement testing was further supported by the lack of effect on dimensionality of immediate knowledge of results. Because some results were inconclusive, more research is needed on inter-subtest branching, dimensionality of achievement over time in instruction, and adaptive mastery testing. Finally achievement measurement lacks a coherent framework. Norm referenced and criterion referenced testing approaches have little in common; and they do not relate to the crucial problem of measuring individual achievement gains during or after instruction. To incorporate inter-subtest branching, inter-time branching, and mastery testing, an adaptive self-referenced testing model is proposed. (CP)

ED 187 761 TM 800 268

Berk, Ronald A.

A Consumers' Guide to Criterion-Referenced Test Reliability''.

Pub Date-Apr 80

Note-61p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980). Tables may be marginally legible due to small print.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Criterion Referenced Tests, Cutting Scores, Scoring Formulas, *Statistical Analysis, Test Interpretation, *Test Reliability

Identifiers-*Domain Score Estimation, *Loss Function

Seventeen statistics for measuring the reliability of criterion-referenced tests were critically reviewed. The review was organized into two sections: (1) a discussion of preliminary considerations to provide a foundation for choosing the appropriate category of reliability'' (threshold loss function, squared-error loss-function, or domain score estimation) for a particular application and (2) an evaluation of the indices for selection of a specific index within the chosen category. The former was related to information on the test forms assumption, the cutting score, probabilities of decision errors, score interpretation, type of decision, and the seriousness of losses associated with the decision errors. The latter suggested that the threshold loss function approaches of Hambleton and Novick (1973) and Huynh (1976) were the most useful, the squared-error loss function indices of Livingston (1972a) and Brennan (1980) provide meaningful information especially for placement tests, and the domain score estimation statistics have limited utility for individual decision making. Detailed tables are included. (Author/GSK)

ED 187 762 TM 800 269

Siegel, Harvey

Critical Thinking as an Educational Ideal.

Pub Date-Apr 80
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Critical Thinking, *Educational Philosophy, *Moral Values, *Political Influences, Self Determination, Skill Development, Student Teacher Relationship, Teaching Methods

Critical thinking is defined as the ability and willingness to be objective, impartial, and non-arbitrary, based on evidence. It is crucial to ethical instruction, study of theory, teaching methods, and training in skills or abilities. There are three reasons why critical thinking is an educational ideal: (1) it influences teachers to respect students' rights to question and challenge instruction; (2) it prepares students for self-sufficiency as adults; and (3) it introduces rational traditions of science, history, literature, the arts, and mathematics. A possible argument against the justification of critical thinking as an educational ideal is that all educational ideals are political in two senses: every educational ideal has political ramifications; and every educational ideal is politically biased, and so the acceptance of any ideal is a function of prior political commitment. These arguments fail because educational ideals can be independently supported on both moral and educational grounds. Practical and philosophical topics for research are suggested. (CP)

ED 187 763 TM 800 270

Zirkel, Perry Alan Greene, John F.
Cultural Attitude ScaleLehigh Univ., Bethlehem, Pa. School of Education.
Pub Date-74
Note-138p.; Technical report is available separately as ED 102 196.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Anglo Americans, *Attitude Measures, *Blacks, *Cultural Awareness, Cultural Images, Culture Contact, Elementary Education, Ethnicity, Item Analysis, *Mexican Americans, *Puerto Ricans, Test Construction, Test Norms, Test Reliability, Test Validity, *Visual Measures
Identifiers-Anglo American Cultural Attitude Scale, Black American Cultural Attitude Scale, Culturally Specific Tests, Likert Scales, Mexican American Cultural Attitude Scale, Puerto Rican Cultural Attitude Scale

Each of the four Cultural Attitude Scales (CAS) contains fifteen graphic illustrations of the dress, sports, food and popular symbols for the Anglo American, Black American, Mexican American, and Puerto Rican cultures, respectively. Designed to measure ethnic identity or cross-cultural awareness for grades one to six, they do not require reading ability. The child indicates an attitude toward each illustration by marking one of five faces on a happy- to-sad Likert scale; an alternate response option indicates no knowledge of the particular cultural referent. Each scale thus yields two scores: attitude and knowledge. Despite the similarities in form and context, each scale is independent. The scales can be administered alone or in combination. (The scales are included. A Technical Report discusses their development and describes studies confirming their reliability and validity relative to teacher ratings, sociometric choices, and verbal cultural attitudes. Tables display the item analysis data and percentile norms.) (Author/CP)

ED 187 764 TM 800 280

Marron, Joseph E.

Preparatory School Test Preparation. Special Test Preparation, Its Effect on College Board Scores and the Relationship of Effected Scores to Subsequent College Performance. Study No. I A1.02-62-001.

Military Academy, West Point, N.Y.

Pub Date-1 Nov 65
Note-55p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Aptitude Tests, College Bound Students, *College Entrance Examinations, *College Freshmen, Higher Education, High Schools, Military Schools, *Predictive Validity, Predictor Variables, Proprietary Schools, *Scores, *Test Coaching
Identifiers-College Board Achievement Tests, Military Academy (West Point) NY, Preparatory Schools, Scholastic Aptitude Test

Studies conducted by the United States Military Academy and Air Force Academy showed that many cadets who had attended preparatory schools which prepared high school graduates for college admission performed below what had been predicted by their scores on college entrance examinations. Based on these findings, about 1,200 students from 10 preparatory schools participated in a study to determine the effect of preparatory school test coaching on college entrance examination scores and subsequent performance in college. Scores on the September, 1962 and March, 1963 Scholastic Aptitude Test (SAT) and College Board (CEEB) achievement tests in mathematics and English composition were compared. Scores were correlated with five background variables: intelligence index, number of secondary schools attended, number of mathematics and English courses, and high school rank. Both SAT and achievement test scores increased, with CEEB scores showing the greater increase. Both SAT verbal and mathematics test scores increased significantly beyond what had been considered typical for a senior high school year. Also, cadets in the military academies performed significantly poorer than was predicted by CEEB scores, as indicated by an adjusted correlation of .35. Implications of the study are discussed, and statistical analyses of aspects of the study are appended. (CP)

Maher, Carolyn Alexander O'Brien, John J.

A Study of the Relationship between Long-Term Memory and Formal Cognitive Development for Eighth-Grade Students: A Confirmation of Piagetian Theory.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Cognitive Processes, *Developmental Stages, Grade 8, Junior High Schools, Learning Theories, *Memory, *Mnemonics
Identifiers-Long Term Memory, Piagetian Tests, *Piagetian Theory

Piaget's theory that distinct stages in the organization of memory correspond to successive stages in cognitive development was tested using 150 eighth graders. Cognitive levels were assessed with Inhelder and Piaget's balance beam task, initially, and again at seven months. Mnemonic levels were assessed with Piaget and Inhelder's memory of an arrangement task, both initially and again at six months. The data strongly supported the Piagetian theory linking long-term memory to cognitive development. Immediate recall memory was independent of the initial cognitive assessment, while six-month correct recall, reconstruction, and recognition memory were highly correlated with the seven-month cognitive assessment. Students who were assessed initially as nonformal, but who became formal within the seven-month interval had the same chance of correct recall, reconstruction, and recognition as those initially assessed to be formal. A seven-month formal congitive assessment was generally characteristic of students with correct six-month recall, while the incorrect recognition and incorrect recall/correct recognition groups did not significantly differ with respect to the percent of formal subjects. The results also supported the view that as a child's intelligence develops, changes occur in the way events are remembered. (Author/GDC)

ED 187 766 TM 800 343

Guskey, Thomas R.

Teachers' Beliefs in Their Own Control of Factors Influencing the Academic Achievement of Students.

Pub Date-Apr 80
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Beliefs, Elementary School Teachers, Elementary Secondary Education, Factor Structure, *Locus of Control, *Measures (Individuals), Questionnaires, *Role Perception, Secondary School Teachers, Sex Differences, *Teacher Attitudes, *Teacher Influence, Teacher Responsibility, Teaching Experience, Test Reliability
Identifiers-*Responsibility Student Achievement Questionnaire

The Responsibility for Student Achievement Questionnaire (RSA) was designed to measure elementary or secondary school teachers' beliefs regarding their responsibility for their students' academic successes and failures. The 30 items were constructed in the alternative-weighting format; for each item describing student success or failure, the respondent assigns one number indicating the degree to which that event is caused by the teacher, and a second number indicating the degree to which the event is caused by factors outside the teacher's control. (Both numbers must total 100). The RSA was administered to 215 elementary and secondary school teachers who also indicated the grade level taught, number of years of teaching experience, and sex. Results showed that females assumed greater responsibility for the positive achievements of their students than males did. Differences related to years of experience or grade level taught were not significant. Test reliability was moderately high, and subscale scores assessing responsibility for success and for failure were distinct. (The similarity between teachers' RSA scores and students' Intellectual Achievement Responsibility Questionnaire scores is discussed, and the RSA questionnaire is included). (Author/GDC)

ED 187 767 TM 800 344

Greenberg, Lydia

Test Development Procedures for Including Handicapped Students in New Jersey's State Assessment Program.

New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.
Pub Date-Apr 80
Note-98p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Answer Sheets, *Disabilities, Elementary Secondary Education, Grade 4, Grade 7, Grade 10, Grade 12, *Mainstreaming, *Minimum Competency Testing, Pretesting, Quantitative Tests, Reading Tests, Scores, State Programs, *Test Construction, *Test Format, Testing Problems, Testing Programs
Identifiers-New Jersey, New Jersey Educational Assessment Program, *New Jersey Minimum Basic Skills Tests, Test Manuals

Reading and mathematics tests of the New Jersey Minimum Basic Skills Tests were modified to accomodate handicapped students, in order to determine whether or not students would perform better on the modified test forms. Changes were made in the format of the test booklets, answer sheets, and administration instructions to accomodate the following categories of disabilities: communication impaired, mentally retarded, emotionally disturbed, orthopedically handicapped, chronically ill, perceptually impaired, neurologically impaired, multiply handicapped, and socially malajusted. Braille, large-print, or signed versions of the standard test were felt to be appropriate for visually and hearing impaired students. Either the standard or modified versions of the reading and mathematics tests were administered to fourth, seventh, tenth, and twelfth grade students in order to field test the acceptability of the modifications. Results showed that reading test performance was better on the modified version for grades 7, 10, and 12, while there were no significant differences in performance on the mathematics tests at any grade level. Uncluttered test pages and large print appeared to influence performance. (Modified test manuals; sample test items and answer sheets from standard and modified tests; and brief recommendations regarding individualized educational programs are included). (GDC)

ED 187 768 TM 800 345

Haney, Walt

Testing the Tests. National Consortium on Testing Staff Circular No. 1.

National Consortium on Testing, Cambridge, Mass.
Pub Date-Feb 78
Note-14p.
Available from-Huron Institute, National Consortium on Testing Project, 123 Mt. Auburn St., Cambridge, MA 02138 ($2.00)
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Testing, Elementary Education, Evaluation Criteria, *Standardized Tests, *Standards, Testing Problems, *Test Reviews
Identifiers-Center for the Study of Evaluation CA, Mean Test Evaluation System, Mental Measurements Yearbook, *Test Bibliographies

This paper discusses the quality of tests with respect to their different uses. Standardized tests are defined as standardized procedures for eliciting responses from individuals, and these form the basis for some sort of appraisal. They can include intelligence tests, achievement tests, school readiness tests, and self concept measures. Oscar Buros' Series of Mental Measurements Yearbooks include critical reviews of tests, but these test reviews represent many different viewpoints, making it difficult to form general conclusions. The University of California, Los Angeles' Center for the Study of Evaluation (CSE) has published a series of test evaluations. Their Elementary School Test Evaluations are described in detail, including the MEAN evaluation system's criteria for judging tests: measurement validity, examinee appropriateness, administrative usability, and normal technical excellence. A brief review of the CSE evaluations suggests that very few tests are judged to be of high quality on all four criteria. A two-page list of information sources is appended. (GDC)

UD

ED 187 769 UD 019 995

Blizzard, Flora Helena

West Indians in Canada: A Selective Annotated Bibliography. Bibliographic Series No. 1.

Guelph Univ. (Ontario). Library.
Pub Date-70
Note-45p.; Not available in paper copy due to institution's restriction.
Available from-University of Guelph Library, Guelph, Ontario, Canada N1G 2W1 ($2.00).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Blacks, Foreign Countries, *Immigrants
Identifiers-*Canada, *West Indians

This bibliography contains citations primarily on natives (primarily blacks) of the British Caribbean who now reside in Canada. A brief explanation of resources utilized for the compilation of the references is offered. Annotations of approximately 75 words each are provided for all citations, which are arranged by publication type, including monographs, serials, government documents, newspaper articles, and non book materials. Most references include a notation as to a Canadian library in which the work may be found. An author index is also provided. (GC)

ED 187 770 UD 020 075

Ogbu, John U.

An Ecological Approach to the Study of School Effectiveness.

Pub Date-Jan 78
Note-90p.; Paper prepared for the School Organization and Effects Conference (National Institute of Education, Washington, D.C., January 27-29, 1978).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adjustment (to Environment), Black Education, Economic Factors, *Educational Environment, Elementary Secondary Education, Family Influence, *Family School Relationship, Labor Market, Learning, *Minority Groups, *School Role, *Social Influences, *Social Stratification

In this paper, the school is viewed as an institution used by members of society to help them to adapt to their environment. Examined are (1) relations between the school and other immediate settings, such as the home, preschool and day care programs, informal groups, children's extracurricular organizations and summer experiences; and (2) relations between the school and more remote settings, such as parents' working conditions and social life, neighborhood characteristics, inter-parental relations, and teachers' social lives, networks, and labor unions. In Part One, the ecological framework'' is outlined as it applies to the study of school effectiveness. Part Two addresses ecological factors influencing school effectiveness among stratified groups, arguing that racial and class stratification have different ecological consequences for learning processes and outcomes. This section focuses principally on educational problems of black Americans. In Part Three, the ecological analysis is extended to other American minorities and then to minorities in other societies. It is shown how similar ecological niches occupied by culturally diverse groups produce similar effects on their learning processes and outcomes. The final section of the paper suggests potential areas of research into the ecological factors influencing school effectiveness. (Author/GC)

ED 187 771 UD 020 077

Paringer, Lynn And Others

Health Status and Use of Medical Services; Evidence on the Poor, the Black, and the Rural Elderly.

Urban Inst., Washington, D.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Commission on Aging.; Ford Foundation, New York, N.Y.

Report No.-UI-1215-14

Pub Date-Jan 79

Grant-90-A-1066(01)

Note-120p.

Available from-Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Stock Number URI 24800; $5.50).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Blacks, Delivery Systems, Demography, *Health Needs, *Health Services, *Low Income Groups, Medical Care Evaluation, *Older Adults, Racial Differences, *Rural Population, Rural Urban Differences, Statistical Data, Urban Population

This paper focuses on health status and medical service utilization among three subgroups of the elderly population: the poor, the black, and the rural elderly. Economic and demographic characteristics of the elderly are discussed. Available evidence is examined on the relationship between these characteristics and health status to determine whether certain subgroups of the elderly are especially susceptible to health problems and have above average needs for care. Also considered is whether income, race, and place of residence are significantly related to medical care use among individuals with similar health needs. Data presented indicate that the elderly are not homogeneous with respect to their health status. Further, income and race are found to be significantly correlated with health status, though place of residence (urban or rural) is not. Data on medical care utilization demonstrate inequities in the use of care. In particular, blacks, low income groups, and residents of rural areas use less medical care than is commensurate with their health status. These results indicate that despite substantial expenditures and the fact that current programs have succeeded in increasing the elderly's use of medical care relative to the nonelderly, inequities in access to health care for the elderly still exist. (Author/GC)

ED 187 772 UD 020 229

SOS '78 Speak Out for Survival! Neigborhood Needs of Low Income Area Residents of Washington, D.C.

Washington Urban League, Inc., Washington, D.C.
Pub Date-Jan 79
Note-61p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Blacks, Community Surveys, Crime, Demography, Education, Employment, *Hispanic Americans, Housing, *Low Income Groups, *Neighborhoods, Social Services, Socioeconomic Status, Statistical Data, Transportation, *Urban Population
Identifiers-*District of Columbia

This report presents mid 1978 data from a city wide, bilingual opinion and information survey of residents of low income neighborhoods of the District of Columbia. Among the key findings presented are the following: (1) the typical survey respondent was black or Latin, 25-44 years of age, married with a family of four, had a high school education or less, and had an income below the Federal lower minimum budget for an urban family; (2) respondents had lived in the District for a long time but faced severe displacement pressures both as renters and homeowners; (3) respondents were primarily a subemployed, full time working population severely affected by inflation, but over a quarter of the available workforce in the neighborhoods surveyed was unemployed; (4) respondents considered youth crime a serious problem, but preferred non-coercive crime prevention activities to stricter law enforcement as a means of reducing District crime, except in the case of drug and alcohol laws; (5) a separate and unequal transportation system exists in low income District neighborhoods, with few respondents owning cars and most expressing dissatisfaction with available bus service; (6) though respondents were concerned parents, they are inadequately involved in neighborhood schools; (7) municipal services are underutilized and perceived as unsatisfactory by survey respondents. (Author/GC)

ED 187 773 UD 020 370

Beers, Burton F., Ed. Parramore, Barbara M., Ed.

Chiliying: Life in a Rural Commune in China. Part 1: People of Asia Series, Middle School, No. 1. Student Booklet and Teacher's Guide.

North Carolina State Univ., Raleigh. School of Education.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.

Pub Date-79

Note-73p.; Booklet developed by the East Asian Curriculum Development Project. Illustrations may not reproduce well.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Asian Studies, *Chinese Culture, *Cultural Background, Economics, Foreign Countries, Foreign Culture, Geography, History, Instructional Materials, Intermediate Grades, Junior High Schools, Political Science, Resource Materials, *Social Studies, Social Systems

Identifiers-*China

This resource book contains fourteen readings on the People's Republic of China and in particular on Chiliying, a farming commune in the province of Honan. Political, geographical, and historical perspectives are presented as well as glimpses into the working, educational, social, and family lives of Chinese citizens. Each short reading is followed by a Think About It'' section which reinforces concepts presented and offers activities in reading and study skills. (MK)

ED 187 774 UD 020 389

Anderson, Alan B. Stasiulis, Daiva K.

Canadian Multiculturalism: A Critique.

Pub Date-Oct 79
Note-54p.; Paper presented at the Conference on Ethnicity, Power and Politics in Canada,'' the Biennial Conference of the Canadian Ethnic Studies Association (Vancouver, Canada, October 11-13, 1979). References may be marginally legible. Not available in paper copy due to reproducibility factors.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Differences, *Cultural Pluralism, Ethnic Groups, *Ethnicity, Foreign Countries, *Group Unity, Immigrants, *Public Policy
Identifiers-*Canada

This paper attempts to assess the extent to which multiculturalism in Canada is fact (sociological reality), fancy (ideology), or policy. First, the actual observability of separate ethnic groups is considered. Some factors in the persistence of cultural identity are discussed. These include ethnic visibility, replenishment through continued immigration, institutional completeness and enclosure of ethnic minorities, a group's position in the capitalist socioeconomic structure, and the role of the Anglo-French bilingual bicultural framework in emphasizing general ethnic diversity. Census data on language and religion are examined as indicators of erosion of ethnicity, at least among Euro-Canadian groups. Second, multiculturalism is explored as an ideology in Canadian society. Factors considered include the flexibility and manipulability of individuals' ethnic identities, and overemphasis on ethnicity, especially in social science literature, and the romanticization of ethnic identity and ethnic history. Finally, multiculturalism is examined from the policy perspective. Recent Federal, Provincial, and municipal policies are mentioned and the public funding of ethnic events and multicultural activities is emphasized as an important perpetuator of ethnic diversity. Critiques of current multicultural policies, including the leftist view that multiculturalism'' actually represents the interests of the dominant society, are reviewed. Future directions in multicultural policy are also considered. (GC)

ED 187 775 UD 020 447

Pepinsky, Harold B. And Others

Discourse Rules Taught To and Learned By Culturally Diverse Children During Literacy Instruction.

Ohio State Univ., Columbus. Mershon Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-G-79-0032
Note-16p.; Part of a Symposium on Discourse Processes in School Settings,'' presented at the Annual Convention of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Black Students, Cross Cultural Studies, *Language Acquisition, Language Research, Language Standardization, *Language Usage, Language Variation, Literacy, Primary Education, *Student Teacher Relationship, Urban Schools, *Verbal Communication

This study is an examination of the interactional language of a teacher from United States mainstream culture and three male students, one each from Appalachian culture, black inner-city culture, and mainstream culture, during first grade literacy instruction. In this cultures-in-contact situation provided in an urban school in the northeastern United States, language data were collected through the use of video tapes, audio tapes, and note-taking in the classroom, sampling from a six month period from the start of the school year until shortly after the beginning of the second major grading period. Additional data were collected via teacher and student interviews and independent measures of literacy development. Analysis of teacher and student interactional language using discourse analysis frameworks advanced by Sinclair and Coulthard and Mehan reveal language use rules, both taught and learned, for behavior and academic achievement. These data also reveal the subjects' relative success in functionally operating within those rules. Functional match or mismatch of the taught and learned categories of rules appears to be related to teacher assessment of the students' competency in the classroom and students' success in becoming literate. (Author)

ED 187 776 UD 020 448

Wright, William D. And Others

An Investigation of the Special Impact of Television on Blacks.'' Technical Report.

Cablecommunications Resource Center/West, Palo Alto, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-29 Dec 76
Grant-NSF-APR-75-01757
Note-209p.; Some sections may be marginally legible. Not available in paper copy due to reproduction quality of original. Crosstabulation tables have been deleted due to reproducibility factors.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Black Attitudes, Black Community, Blacks, *Programing (Broadcast), *Television, Television Research, Television Surveys, *Television Viewing
Identifiers-California (San Francisco)

Adults in 1,500 households in San Francisco's Western Addition were interviewed to gather information about black's use of and attitudes toward television. Findings indicate: (1) few persons expressed favoritism about existing shows that feature blacks; (2) the average reported viewing time per day was four hours; (3) viewing of news programs was reported to be high; (4) most respondents indicated having watched the Belva Davis show (a black oriented program originating in the Bay Area) but expressed no great affinity toward it; (5) less than 45% of respondents indicated having ever watched the two other local black oriented programs; (6) over 22% of respondents indicated the desire for cultural, news, and educational shows for the black community; (7) the average respondent reported reading a newspaper four days a week; (8) very little reliance on television for information about the black community, politics, and elections was reported; (9) most respondents were not impressed by alleged progress television has made recently in treating blacks fairly in local news and entertainment programming; (10) better educated blacks in San Francisco view television less, rely on television less for news of the black community, and think less of Sanford and Son'' than do less well educated blacks. (Author/MK)

ED 187 777 UD 020 449

Fox, Roger Lacour, Bernard

The Issue of Resource Equalization: Funding the Education of Economically Disadvantaged Children.

Chicago Urban League, Ill. Dept. of Research.
Pub Date-77
Note-61p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Board of Education Policy, *Economically Disadvantaged, Elementary Secondary Education, Equal Education, *Equalization Aid, *Financial Policy, Position Papers, *Resource Allocation, *State Aid, State Boards of Education, Urban Education
Identifiers-*Illinois (Chicago)

The State of Illinois appropriates funds according to a resource equalizer formula which allows a district having a large number and a high percentage of economically disadvantaged school children to gain a sizable bonus in State aid, contingent upon a plan to improve instruction. The Chicago Public Schools have received this bonus without submission of a plan for special use of the funds. The Chicago Urban League has taken the position that the equalizer bonus is intended to meet special institutional needs of school children who lack the initial and supportive advantages of more affluent homes. This report is a continuation of the League's effort to provide a substantive argument for such an allocation of the bonus funds. The League presents a rationale and procedure for equalizing resources between expenditures and disadvantaged enrollment and other factors. After a discussion of fund allocation of poverty area schools, reallocation plans are presented along with their impact on class size and school desegregation. Recommendations for State policy are presented. (MK)

ED 187 778 UD 020 457

Kendis, Randall Jay

Don't Make Waves: Traditional Value Utilization by Elderly Japanese Americans in Family Conflict Avoidance.

Pub Date-1 Dec 79

Note-33p.; Paper presented at the Annual Meeting of the American Anthropological Association (Cincinnati, OH, December 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Development, Anthropology, Conflict, *Conflict Resolution, *Family Relationship, Grandchildren, Japanese American Culture, *Japanese Americans, *Older Adults, Parent Aspiration, Parent Background, Parent Child Relationship, *Security (Psychology), *Self Esteem, Social Science Research

A research study was conducted to explore if and how cultural elements operate to facilitate or inhibit the meeting of needs that constitute successful adaptation to old age among Japanese Americans. Anthropological techniques of participant-observation, informal and structured interviews, and a survey were used as research methods. Formal interviews were conducted with 35 elderly Japanese Americans; survey responses were collected from 150 elderly Japanese Americans and from 102 of their children. Findings indicate that most of the aging Japanese American participants, children and grandchildren provide a large measure of the important elements which contribute to successful adaptation in the later years of life: a sense of security, a feeling of self-worth stemming from life accomplishments, and a source of satisfaction in interpersonal relationships. In order for the elderly Japanese American to maintain this vital source of satisfaction, it is incumbent upon them to minimize the potential for conflict. This is accomplished by strategically adapting existing interactional patterns by emphasizing the importance of values and attitudes so as to avoid the opportunity for dissension or the development of friction. (Author/MK)

School Desegregation Proposal.

Chicago Urban League, Ill. Dept. of Research.
Pub Date- 79
Note-21p.; For a related document, see UD 020 463.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Desegregation Plans, Economic Factors, Elementary Secondary Education, *Racial Composition, *School Desegregation, *School District Reorganization, Urban Schools
Identifiers-*Illinois (Chicago)

This paper presents the Chicago Urban League's (CUL) proposal for desegregating Chicago's public schools, developed in response to the demands of the State Board of Education and to local resistance against integration requirements. The CUL plan is based upon revisions of administrative sub-districts,and allows for a variety of racial compositions within sub-districts with attention also given to economic class factors. Under the plan, Chicago is divided into 24 sub-districts. The measure of average student miles for the sub-districts ranges from .77 to 2.79. Racial compositions of the sub-districts vary, with three sub-districts (as opposed to the current 11) serving more than the desirable maximum, 80%, of the total population from one racial group. The percentage of economically disadvantaged students also varies, with only two (as opposed to the current six) sub-districts serving a population of more than the desirable maximum of 50% poverty students. The total enrollment per sub-district is between 10,000 and 20,000 pupils. (MK)

ED 187 780 UD 020 463

Access to Excellence'': An Analysis and Commentary on the 1978-79 Program Proposals.
Chicago Urban League, Ill. Dept. of Research.

Pub Date- 79
Note-77p.; For a related document, see UD 020 462.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Board of Education Policy, Community Attitudes, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Program Descriptions, School Demography, *School Desegregation, School Segregation, Urban Schools, Voluntary Desegregation
Identifiers-*Illinois (Chicago)

This paper constitutes the Chicago Urban League's criticism of Access to Excellence,'' the voluntary school desegregation plan proposed by the Chicago Board of Education. It is held that the plan will probably do more harm than good toward the desegregation of Chicago Public Schools. The Urban League claims that Access to Excellence'' is elitist in design, misleading in its goals, dishonest in character, and that it institutionalizes the prospect of continued second class status for most of Chicago's minority students. General concerns expressed about the plan include its lack of provision for mandatory participation by students, elitism in program design and placement, and the continued isolation of minority group students. Components of the plan are described and the number of programs to be initiated under each component, the number of student placements, and program costs are indicated. The desegregation potential of each component program is discussed. (MK)

ED 187 781 UD 020 464

Lacour, Bernard Hixson, Judson

The Purposes and Goals of School Desegregation in Chicago; Position Papers Submitted to the City-Wide Advisory Committee.

Chicago Urban League, Ill. Dept. of Research.

Pub Date-Oct 77

Note-62p.; Not available in paper copy due to reproduction quality of original document. Maps and the article Harvard Vocational Schools'' have been deleted due to reproducibility factors. For related documents see UD 020 462-463.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board of Education Policy, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Needs Assessment, *Policy Formation, Position Papers, Racial Integration, *Racially Balanced Schools, *School Desegregation

Identifiers-*Illinois (Chicago)

This document includes statements of the position of the Chicago Urban Leugue (CUL) on eight issues pertaining to the desegregation of the Chicago Public Schools. In the introduction, The General Purposes and Goals for a Desegregation Plan,'' the CUL states its support for the racial integration of students, including some mandatory assignments to achieve desegregation, although the CUL does not necessarily support racial balance in every school. The issues addressed in the position statements are (1) grade reorganization and consolidation of facilities, (2) high school feeder patterns and attendance rates, (3) reformulation of administrative sub-districts, (4) vocational education centers, (5) optional programs currently available, (6) teacher-involved parent education programs, (7) parent monitoring and evaluation committees, and (8) continuation of the city wide advisory committee. For each issue, the CUL states its position and provides a supporting narrative/rationale. (MK)

ED 187 782 UD 020 474

Anwar, Muhammad

Votes and Policies: Ethnic Minorities and the General Election 1979.

Commission for Racial Equality, London (England).
Pub Date-Feb 80
Note-84p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults, *Citizen Participation, Comparative Analysis, *Elections, Foreign Countries, *Minority Groups, *Political Attitudes, Political Issues, Politics, Public Opinion, Racial Differences, Social Differences, Surveys, Voter Registration, *Voting, Whites
Identifiers-*Great Britain, Political Candidates

Surveys were conducted to present a picture of the participation of ethnic minorities in British elections. The surveys measured voter registration, knowledge and attitudes about issues, voting patterns in the 1979 General Election, candidates' attitudes about issues (especially race relations issues), and activities and election success of anti-immigration candidates. Findings included: (1) fewer ethnic minority people registered to vote compared to their white counterparts; (2) minority and white respondents rated prices and unemployment as the most important election issues; (3) minority respondents rated the improvement of matters concerning race relations higher than white voters; (4) Labour and Liberal candidates rated the need for improvement of race relations more highly than Conservative candidates; (5) respondents felt that relations between white and minority groups were deteriorating; (6) one-third of white respondents were opposed to encouraging minority groups to take a more active political role; (7) respondents were able to recall the name of Labour candidates, but not candidates from other parties; (8) minority voters reflected a higher rate of turnout than white voters; (9) more minority voters supported the Labour party than did the general electorate; (10) with an even distribution of the ethnic vote, the Conservative party would have won

the 1979 election with a larger majority; (11) anti-immigration candidates were generally rejected; and (12) minority groups participated fully in the 1979 election and are likely to have increasing influence in British politics. (MK)

ED 187 783 UD 020 479

King, A. L.

Executive Summary of Final Report on Analyses of Staff Development Programs and Other Strategies to Improve Education in Desegregated Schools, 1978-1979.

Southwest Educational Development Lab., Austin, Tex.

Pub Date-80

Note-18p.; For related documents see ED 157 963 and UD 020 451. Not available in paper copy due to institution's restriction.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Desegregation Methods, Elementary Secondary Education, Faculty Development, *Inservice Teacher Education, Minority Group Children, Racial Integration, *School Desegregation, *Teacher Attitudes, *Teacher Influence

The Ways to Improve Education in Desegregated Schools (WIEDS) project's purpose are to develop an information base of successful desegregation/integration strategies and to construct a set of models and guidelines for use by schools in planning staff development activities. Empirical research literature yields data showing that teacher behavior and attitudes have important implications for minority children. Twelve staff development/inservice education programs were studied by WIEDS through survey and interview techniques to identify effective desegregation/integration problems which employ staff development as a tool. Findings indicate that desegregation/integration problems can be dealt with through effective staff development efforts. Staff development would help in providing positive classroom atmospheres which encourage interracial friendship and prevent negative classroom experiences, in increasing staff knowledge of student backgrounds, in teaching children to become ethnically literate, in involving parents cooperatively in the educational process, and in preventing resegregation. WIEDS has begun to conceptualize models, guidelines, and materials to promote effective staff development/inservice education programs. (MK)

ED 187 784 UD 020 504

Noboa, Abdin

Hispanic Segregation Trends in School Districts with Hispanic Enrollment Above 5% and Exceeding a Total Student Enrollment of 3,000.

Pub Date-21 Apr 80
Note-7p.; Paper presented at the American Educational Research Association (Boston, MA, April 21, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, Elementary Secondary Education, *Hispanic Americans, Regional Characteristics, *School Demography, School Desegregation, *School Districts, *School Segregation

Quantitative and qualitative research methods combining case study methodology with numerical analyses were used to investigate the desegregation of Hispanics in selected school districts. Survey responses were analyzed in the areas of English language instruction, special education programs, discipline, grade retention, and staffing patterns. It was concluded that: (1) Hispanic isolation from blacks will probably continue to increase; (2) Hispanics are becoming more isolated from whites and, in many tri-ethnic communities, Hispanic segregation from whites and blacks is increasing in unpredictable patterns; (3) the juxtaposition of bilingual education vs. school desegregation as an either/or option is detrimental to the implementation of school desegregation in Hispanic communities; and (4) at present rates, Hispanics will become the most segregated racial group in the 1980's. (Author/MK)

ED 187 785 UD 020 520

Mittenthal, Richard A. McAdam, Terry W.

Arts & Culture in New York City: A Foundation's Role.

New York Community Trust, N.Y.

Pub Date-Jun 78

Note-45p.

Pub Type- Reference Materials (130) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Arts Centers, *Community Resources, *Cultural Activities, Dance, *Financial Problems, *Financial Support, Fine Arts, Museums, Music, Philanthropic Foundations, *Private Financial Support, Theater Arts, Visual Arts

Identifiers-*New York (New York), New York Community Trust

This presentation has a four-fold purpose: (1) to highlight the importance of the arts in New York City; (2) to mention the major problem areas facing cultural institutions today; (3) to examine the contribution to New York City cultural institutions made by Federal, State, and local agencies; and (4) to suggest a strategy that has been developed for the expenditure of the New York Community Trust's all-purpose funds. The importance of New York City as the nation's cultural capital is underscored by mention of the wide variety of cultural experiences available in the city, by indicating the numbers of people who attended events or visited cultural institutions in 1976, and by estimating the amount of income generated by cultural activities. New York City's cultural institutions find the majority of their support in earned income with additional support from governmental and private agencies. Cultural institutions are currently facing a financial crisis resulting in operation at a deficit. These institutions do receive financial support from the National Endowment for the Arts, the New York State Council on the Arts, and the New York City government. These funds are for the most part advised and designated, with only 12% considered all-purpose. Recommendations for use of New York Community Trust funds for improving the administrative, financial, and artistic conditions of New York's cultural institutions are made. (MK)

ED 187 786 UD 020 538

Clark, Terry Nichols Ferguson, Lorna C.
Fiscal Strain and American Cities: Six Basic Processes.
Chicago Univ., Ill.; National Opinion Research Center, Chicago, Ill.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Twentieth Century Fund, New York, N.Y.
Pub Date-15 Sep 79
Grant-HD08916-03
Note-37p.; Revision of a paper presented at the Annual Meeting of the American Sociological Association (Chicago, IL, September 6, 1977). Not available in paper copy due to light print.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Etiology, Financial Policy, *Financial Problems, *Socioeconomic Influences, Statistical Analysis, *Urban Problems
Identifiers-New York (New York)

This paper addresses the causes of urban fiscal difficulty in American cities by outlining the dynamics of six distinct processes. These operate differentially in many American cities; together they converged to produce the acute difficulties in New York City. They are, nevertheless, distinct enough to consider separately both for analytical coherence and for policy intervention; the causes and solutions to each are distinguishable enough to warrant separate attention. The six processes are: (1) national trends; (2) attracting and keeping jobs; (3) the politicization of municipal employees; (4) the poor-redistribution cycle; (5) maintaining a non-poor population; and (6) maturing fiscal obligations. Beyond identifying multiple and distinct causes of fiscal problems, the paper also stresses variations in fiscal strain between cities and the role of the local, political leadership. The development of a multi-causal explanation facilitates this process of differentiating between cities. (Author)

ED 187 787

UD 020 542

District Buck R. Rex Education Agency, Northport, N.H.
Spons Agency-New York City Board of Education, Brooklyn, N.Y.
Pub Date-Aug 79
Note-40p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Compensatory Education, Elementary Education, Junior High Schools, Paraprofessional School Personnel, Private Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Public Schools, *Remedial Mathematics, *Remedial Programs, *Remedial Reading
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (Queens)

This document presents evaluations of four Title I and Impact Aid programs implemented in New York City School District 30: (1) Title I and Impact Aid Teacher-Paraprofessional Reading Team Program; (2) Title I Teacher-Paraprofessional Mathematics Team Program; (3) Title I and Impact Aid-Optional Assignment Reading Program; and (4) Title I Non-Public Schools Reading Program. Brief general descriptions of each program include information on the student populations, staff, participating schools, and types of instruction utilized. Evaluation design and implementation and an overview of all Title I and Impact Aid programs for 1978-79 are described by the evaluator. Process evaluations, based on observational data collected by evaluators, are presented for each of the four programs with recommendations appended. Quantitative evaluations are not yet available due to changes in State Education Department requirements. (MK)

ED 187 788 UD 020 559

Bonn, Ethel V.

Community School District 20K, Strengthening Early Childhood Bilingual, Title I 5071-91622. Final Evaluation Report, 1978-79.

Community School District 20, Brooklyn, N.Y.
Pub Date- 79
Note-8p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Compensatory Education, *English (Second Language), *Language Skills, Paraprofessional School Personnel, Primary Education, *Program Effectiveness, Program Evaluation, *Second Language Programs, Spanish Speaking
Identifiers-*Elementary Secondary Education Act Title I, *New York (Brooklyn)

The Strengthening Early Childhood (Bilingual) program was designed to develop English language skills for pupils in grades one and two who were below the twenty-first percentile when tested on the Language Assessment Battery (LAB) in English. One hundred thirty-eight students were seen by three teachers and three paraprofessionals in groups of ten for five 40 to 45 minute periods of instruction weekly. The program was evaluated through interviews, classroom observations, and analysis of pre and posttest LAB data. The program was found to be operating effectively and to be meshing with several other school programs in that it provided additional English instruction to children drawn from Spanish dominant classes. LAB results indicated that mean gains were achieved at both grade levels. Fifty percent of the participants reached the twenty-first percentile by the end of the program. Grade two students who had received reading instruction were tested by the Metropolitan Achievement Test and were found to have gained an average of thirteen months in grade equivalent achievement scores. Recommendations include recycling of the program, separate testing for eligibility and evaluation, and training of staff personnel in record keeping. (MK)

ED 187 789 UD 020 563

Silverman, Dorothy Bank, Stanley
Title I. Final Evaluation Report, Summer 1979.
Community School District 8, Bronx, N.Y.
Pub Date- 79
Note-56p.; Not available in paper copy due to smudged print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Compensatory Education, Elementary Secondary Education, *Parent Participation, *Program Effectiveness, Program Evaluation, Remedial Mathematics, *Remedial Programs, *Remedial Reading, *Summer Programs, Writing Instruction
Identifiers-*Elementary Secondary Education Act Title I, Impact Aid, *New York (Bronx)

This document presents evaluations of summer Title I and Impact Aid reading, writing, and mathematics programs and their Parental Involvement component. The Title I and Impact Aid programs are briefly described as are the evaluation procedures, program activities, program materials, interviews with staff members, process evaluation findings, and recommendations. Quantitative evaluation was accomplished by a pre/posttest design utilizing the Stanford Diagnostic Reading Test. These findings are presented separately. The Parental Involvement Component evaluation includes information on background, procedure, findings, observations, and recommendations. Programs were found to be functioning well and recycling was recommended in all cases. Quantitatively, 47.8% of participating students made gains in reading while 33.6% maintained their initial levels. Test results for the remaining students indicated losses in achievement. (MK)

ED 187 790 UD 020 568

Knight, Michael E.

Evaluation of P.S.E.N. Program Community School District 31, New York City. 1978-79 School Year.

Community School District 31, Staten Island, N.Y.

Pub Date-19 Oct 79

Note-14p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Diagnostic Teaching, Elementary Education, Junior High Schools, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Remedial Reading

Identifiers-*New York (Staten Island)

This program was designed to improve reading and mathematics achievement by directing intervention toward diagnosed deficiencies in these areas. Two thousand thirty-five students in grades one through nine participated in the reading component. Diagnostic-prescriptive teaching approaches were implemented in both components with an emphasis on small group instruction. Process evaluation was accomplished utilizing a rating scale during observation by the evaluator. Wide differences were noted among participating schools, with no consistent trends being observable. Quantitative evaluation was based on a pre/posttest design utilizing the Stanford Diagnostic Reading Test and the Stanford Diagnostic Math Test. Results of the Correlated t'' Test for the reading component indicated gains in auditory vocabulary and comprehension for all grades. At all grade levels the actual posttest means were higher than the predicted posttest means. Results of the Correlated t'' Test for the mathematics component indicated gains at both grade levels in concepts, computation, and problem solving. In all cases, actual posttest means exceeded predicted posttest means. Recommendations for future program implementation are made. (MK)

ED 187 791 UD 020 569

Knight, Michael E.

Evaluation of Title I Program, Community School District 31, New York City. 1978-79 School Year. Final Report, Diagnostic-Prescriptive Program in Mathematics.

Community School District 31, Staten Island, N.Y.
Pub Date-19 Oct 79
Note-16p.; Not available in paper copy due to broken print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Compensatory Education, Computation, Diagnostic Teaching, Elementary Education, Junior High Schools, Measurement, Number Concepts, Problem Solving, Program Descriptions, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Programs, *Resource Room Programs
Identifiers-*Elementary Secondary Education Act Title I, *New York (Staten Island)

This program was designed to improve mathematics achievement by directing intervention toward diagnosed deficiencies in number concepts, computational skills, relationships among measures, and problem solving. Four hundred and twenty second through eighth grade students participated in the program. Math lab rooms were established in each of seven participating schools where students were seen in whole class and small group settings. Process evaluation was accomplished through a rating scale utilized by the evaluator during observation. Rating results indicated that the program functioned at an extremely high level with no ratings below the fair'' category. Quantitative evaluation was based on a pre/posttest design using the Stanford Diagnostic Mathematics Test. In all cases, on all grade levels, actual posttest means indicated significant gains in achievement and exceeded predicted posttest means. The report includes recommendations for future program implementation. (MK)

ED 187 792 UD 020 570

Knight, Michael E.

Evaluation of Diagnostic/Prescriptive Reading Program, Community School District 31, New York City. 1978-79 School Year. Final Report.

Community School District 31, Staten Island, N.Y.
Pub Date-19 Oct 79
Note-17p.; Not available in paper copy due to light, broken print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Compensatory Education, *Diagnostic Teaching, Elementary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Implementation, Reading Centers, *Remedial Programs, *Remedial Reading
Identifiers-*Elementary Secondary Education Act Title I, *New York (Staten Island)

Five hundred twenty-six second through sixth graders were identified as needing supplementary reading instruction, their specific needs were diagnosed, and intensive prescriptive instruction was provided. A lab oriented learning center environment was prescribed which included a listening/viewing center, a decoding center, a game center, a library center, and writing centers. The program was evaluated qualitatively through observation using a rating scale. Quantitative evaluation was accomplished with a pre/posttest design using the Stanford Diagnostic Test. Examination of rating scale data indicates a profile of successful implementation. The vast majority of ratings were in the very good'' and excellent'' categories, with no program characteristics rated as poor'' or very poor.'' Pre and posttest means indicate gains in mean grade equivalent achievement at all grade levels. At each grade level the actual posttest mean was higher than the predicted posttest mean. Evaluators found no weaknesses in the program. (MK)

ED 187 793 UD 020 574

Kelly, Eileen

Assessing the Year 1 Effort: A Process Evaluation of Linking Institutional Networks to Community and Kinship Systems.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Parent & Child Center, Inc., Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.-AIR-76901-12/31

Pub Date-31 Dec 79

Contract-90-C-1798(01)

Note-47p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, *Black Mothers, *Community Support, *Demonstration Programs, High School Students, Inner City, *Low Income Groups, Neighborhoods, Networks, *Parenthood Education, Program Evaluation, Secondary Education

Identifiers-*District of Columbia

Linking Institutional Networks to Community and Kinship Systems (LINCKS) is a three year research and demonstration project undertaken by the Washington, D.C. Parent Child Center, Cardozo High School, and the American Institutes for Research to show how communities can work together to better develop their young parent families. The project's major objective is to demonstrate that support provided to a school age parent and his/her child can be increased by maximizing the use of formal and informal structures in urban neighborhoods. The target population consists primarily of black high school mothers, most of whom are from low income families. An evaluation of the project's first year is presented in this paper. Staffing and facilities, reorganization of services, enrollment procedures, and dissemination of information about LINCKS to the community are discussed. Two levels of project activities are described: (1) those involving direct interaction with program members, such as day care, educational workshops, and referral; and (2) those concerned with building and strengthening links among formal and informal support systems for adolescent parents and their children. It is concluded that though LINCKS has successfully recruited students, its services are underutilized and many are in need of refinement or

complete overhaul. Some suggestions are offered for improving the project. (GC)

ED 187 794 UD 020 578

Vanecko, James J. And Others

ESEA Title I Allocation Policy: Demonstration Study. Results of First Year Implementation, Part 1.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Report No.-AAI-78-1
Pub Date-30 Mar 78
Contract-400-75-0074
Note-327p.; Not available in paper copy due to reproduction quality of original document. Some tables may be marginally legible due to small print. For related documents, see UD 020 579-580 and UD 020 591.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Compensatory Education, *Demonstration Programs, Educationally Disadvantaged, Elementary Education, *Eligibility, Federal Programs, Institutional Characteristics, *Resource Allocation, School Districts, Student Characteristics
Identifiers-*Elementary Secondary Education Act Title I

Data from the first two years (1975-76 and 1976-77) of a three year study of Demonstration Compensatory Education Projects are presented in this report. The demonstration study was designed to produce evidence about proposed changes in the allocation of Title I funds. Of the thirteen districts chosen for the study, eleven elected to change their Title I school selection procedures from poverty to achievement criteria. All thirteen schools chose to expand the numbers of schools and/or students receiving Title I services. The report describes the allocation policy changes made by the districts. It also presents the effects of these changes on the characteristics of participating students and the services that they received, focusing on changes in the achievement level, poverty status, and minority status of Title I students. Since the large majority of Title I resources available to the Demonstration districts is allocated to language arts instruction in the elementary grades, the receipt of such instruction is emphasized. Appended to the report is information on the sampling plan, data sources, and analytic methods utilized in the research, current regulations with respect to eligibility and targeting procedures, and site by site breakdowns of the data. (Author/GC)

ED 187 795 UD 020 580

Sjogren, Jane Huseby Ames, Richard

ESEA Title I Allocation Policy: Demonstration Study. Cost Analysis; Planning Year 1975-76.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.

Pub Date-Sep 78

Contract-400-75-0074

Note-168p.; Not available in paper copy due to small print in tables. For related documents see UD 020 578-579.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Compensatory Education, *Cost Effectiveness, Elementary Secondary Education, Expenditure Per Student, Federal Aid, *Program Costs, Program Implementation, *Resource Allocation, Site Analysis, Use Studies

Identifiers-*Elementary Secondary Education Act Title I

This report describes resource use and program costs of the Elementary Secondary Education Act Title I programs in thirteen demonstration local education agencies (LEAs) during 1975-76. This analysis provides a baseline for comparing data from later years when waivers were granted for compliance with Title I guidelines. This study is concerned with changes in allocation procedures adopted by the participating LEAs. Cross-site comparisons are presented in this study for selected cross-study variables. Comparisons are reported for allocation and non-allocation policy factors, program delivery, and program costs. By-site comparisons are also reported. Each district description is arranged according to allocation policy, program delivery, and other factors. Findings of the study indicate that allocation policy options adopted by the districts resulted in small changes in the characteristics of students served. A slight increase in the proportion of low-achieving students served and a slight decrease in the proportion of poor students were observed. A decrease in the amount of time Title I students received compensatory language arts instruction was observed along with an increase in the amount of time Title I students received regular language arts instruction. Tables of data are included and a glossary of terms is appended. (MK)

ED 187 796 UD 020 581

Metz, Mary Haywood

Questioning the Centipede: Sources of Climate in a Magnet School.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Note-40p.; Not available in paper copy due to light broken print. Paper prepared for the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Classroom Environment, *Institutional Characteristics, Intermediate Grades, *Magnet Schools, Nontraditional Education, *Organizational Climate, *Peer Relationship, Program Implementation, *Racial Relations, School Desegregation, *School Organization, Student Teacher Relationship
Identifiers-*Individually Guided Education

This paper reports on a study of a desegregated Individually Guided Education (IGE) middle school which drew volunteers from throughout a large, midwestern city. Findings are based on participant observation and interviews by the author. The author concludes that the school failed to incorporate all the features of IGE, which calls for alterations in staffing so that staffs are more differentiated and more collegial than in traditional schools, the specification of learning objectives, and the grouping of students according to work needed on skill development rather than more traditional grouping practices. The author found that the IGE model helped the school succeed in minimizing disorder, creating positive relationships between students and teachers, fostering non-hostile and often friendly interracial relationships, and improving test scores. Other characteristics of the school were found to foster positive relationships including extracurricular activities, the fresh and sweet'' quality of the student body, the varied class background of students, and the muting of competition among students. (Author/MK)

ED 187 797 UD 020 582

Restoring Confidence in Public Education: An Agenda for the 1980s. Conference Proceedings (Reston, VA, January 24-26, 1979).

National Urban Coalition, Washington, D.C.
Spons Agency-Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.; Ford Foundation, New York, N.Y.
Pub Date- 79
Contract-HEW-100-79-0017
Note-94p.; Photographs may be marginally legible. For related documents see UD 020 712 and ED 175 987.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accountability, *Change Strategies, Educational Attitudes, *Educational Change, *Educational Policy, Elementary Secondary Education, *Public Education, *Public Opinion, Public Policy

This report consists of the proceedings of a 1979 conference held for the purpose of discussing policy objectives, strategies, and recommendations related to restoring public confidence in the elementary and secondary educational system. Summarized are the texts of all major conference addresses, as well as the content of presentations and discussions that took place in the conference's concurrent sessions. These sessions focused on such issues as: the diverse demands and expectations placed on public education by parents, students, educators, business, labor, and government; roles and opportunities for the private sector in public education; strategies for improving learning; school management and government; minimum competency testing; the future of equal educational opportunity; public attitudes toward public education; defining the basics in education; educational vouchers and tax credits; the effects of Proposition 13 on public education; social and economic costs and benefits of public education; and various topics related to school finance and finance reform. Appended to the report is a list of conference attendees. (GC)

ED 187 798 UD 020 587

Ellsworth, Jennifer K.

The Effect of Kindergarten Classrooms Where Standard English is Spoken on the Speech of Black English-Speaking Students.

Pub Date-8 Apr 80
Note-14p.; Paper presented at the American Educational Research Association Meetings (Boston, MA, April 8, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Dialects, Classroom Environment, Early Childhood Education, Language Patterns, *Language Standardization, Peer Influence, Phonology, *Standard Spoken Usage, Syntax, Teacher Influence

This study examines the effect of classrooms where standard English is spoken on the speech of Black English speaking children. The research analyzed samples of language used by 22 Black English speaking children in seven kindergarten classrooms in three Madison, Wisconsin public schools during one academic year, 1977-78. The following questions were addressed: (1) What phonological and syntactic features constitute Black English in the speech samples? (2) To what extent do the students increase their use of standard English phonological and syntactic forms? (3) What language-climate factors in the classroom, including the presence of standard speaking peers and teacher knowledge of Black English, contribute to the acquisition of standard forms? Tape-recorded samples of the students' speech were obtained, transcribed, and analyzed for five syntactic and four phonological features. Classroom observation notes and teacher interviews were included in the data base. Findings document linguistic change due to what has been called the Natural informal authority of the speech community.'' A hierarchy of degree of change in use of features which can be used by teachers to anticipate potential reading problems, and to determine which features to address systematically in the classroom, was established. The roles of various factors contributing to the acquisition of standard English by Black English speakers was focused upon. (Author/MK)

ED 187 799 UD 020 589

The Cost of Racial Discrimination. Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Sixth Congress, First Session.

Joint Economic Committee, Washington, D.C.

Pub Date-19 Oct 79

Note-36p.; Not available in paper copy due to small print.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Community, *Blacks, *Cost Estimates, Economically Disadvantaged, Economic Progress, Economic Status, Employment Patterns, Equal Opportunities (Jobs), Hearings, *Productivity, *Racial Discrimination, *Salary Wage Differentials, *Unemployment

This document contains the text of a 1979 hearing called to address the issue of economic disparities that exist between white and black Americans. The issue focused on during this hearing was the loss of revenue to the black community imposed by economic disparity and the imposed cost of institutional barriers preventing economic parity. A research paper entitled An Estimate of the Loss in Potential Gross National Product Due to Existing Employment, Productivity, and Wage Differentials Between White and Non-White Workers in the United States,'' by Charles C. Ciccone and John D. Fisk, was submitted to the committee. Melvin Humphrey of the Equal Employment Opportunity Commission discussed his research paper, Black Experience Versus Black Expectations.'' Victor Perlo of the New School for Social Research addressed the reasons for economic gaps between whites and blacks in the United States and submitted a prepared statement, Widening Economic Differentials by Race Facts and Causes.'' (MK)

Hubbell, Barbara F. And Others

A Comparison of Demographic Characteristics of Demonstration Title I School Districts with National Estimates.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Pub Date-9 Sep 76
Contract-400-75-0074
Note-90p.; Table 22 may be marginally legible due to small print. For related documents, see UD 020 578-580.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Compensatory Education, Criteria, *Demography, *Demonstration Programs, Educationally Disadvantaged, Elementary Secondary Education, Eligibility, Family Income, *Federal Programs, *Resource Allocation, *School Districts
Identifiers-*Elementary Secondary Education Act Title I

As part of a Title I demonstration project, sixteen school districts were chosen to change their compensatory education Federal fund allocation procedures by substituting an educational definition of need for the formerly used income definition. The purpose of this report is threefold: (1) to describe the demographic characteristics of the demonstration districts; (2) to determine to what degree the demonstration districts are representative of a stratified probability sample of 102 Title I districts nationwide; and (3) to identify those demographic characteristics which may be associated with specific allocation policy changes and/or their implementation. Study design, data sources, sampling, and data analysis procedures are described. School district demographic variables examined include mobility indicators, family structure, educational structure, occupational structure, ethnic/language composition, income and poverty structure, and age distributions. It is concluded that the demonstration districts are relatively heterogeneous with respect to their demographic characteristics, but that they do not markedly differ from the probability sample drawn for the study. (Author/GC)

ED 187 801 UD 020 594

The Indochinese Refugee Children Assistance Program (Under P.L. 94-405, Title II, as Amended by P.L. 95-561, Title XIII). Breakdown of Child Count FY 1980 with Comparison to FY 1978.

Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Note-55p.; Prepared by the Indochina Refugee Children Assistance Staff.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cambodians, Elementary Secondary Education, *Federal Aid, *Laotians, *Population Distribution, *Refugees, School Support, *Vietnamese People
Identifiers-*Indochinese Refugee Children Assistance Program

This document provides a State by State overview of the child count and grant awards under the Indochina Refugee Children Assistance Program for fiscal years 1978 and 1980. The Indochina Refugee Children Assistance Program provides Federal financial assistance to States for educational services to Indochinese refugee children aged 5 through 17 years, admitted into the United States on or after January 1, 1977, and receiving public educational services under the supervision of a local educational agency in one of the 50 States, the District of Columbia, Puerto Rico, Guam, or the outlying territories. The children are enrolled in elementary and secondary schools. Children entering U.S. public schools for the first time during the 1979-80 school year are provided priority in services under this program. National totals show that there are 66,300 Vietnamese, Cambodian, and Laotian children in 2,500 school districts that are participating in the program during fiscal year 1981. The total grant award for fiscal year 1980 was $11,999,663. (Author/MK)

ED 187 802 UD 020 599

Yao, Esther Lee, Ed.

Teacher's Handbook for Teaching and Working with Oriental Students and Their Parents.

Houston Univ., Tex. Clear Lake City Branch.

Pub Date-79

Note-191p.; Not available in paper copy due to institution's restriction.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian Americans, *Asian Studies, Curriculum Guides, Elementary Secondary Education, *Ethnic Studies, *Parent School Relationship, *Student Teacher Relationship, *Teacher Attitudes

This handbook contains information about Asia and Asian Americans that is relevant to elementary and secondary school teachers who deal with this group. The first chapter focuses on the historical background and cultural characteristics of China, Japan, India, Korea, the Philippines, and Southeast Asia. The second chapter addresses the history of Asian migration to the United States and Asian American assimilation, as well as basic concepts in the education of young children. In the third and fourth chapters, cognitive, affective and psychomotor aspects of learning, and the sociopsychological development of Asian American students are discussed. The fifth and sixth chapters provide specific guidelines to teachers for working with Asian American children and for helping to increase Asian parent participation in their children's formal schooling and in school activities. Some suggestions as to the development of an ethnic studies curriculum focused on Oriental culture are provided in the seventh chapter. Finally, Chapter Eight consists of a lengthy questionnaire for self evaluation of the teacher's attitudes toward ethnic studies and minority students. Appended to the handbook are demographic data on Asian Americans, questionnaires to measure child, parent and teacher attitudes, and a bibliography. (GC)

ED 187 803 UD 020 603

Youth in Multi-Racial Society: The Urgent Need for New Policies. The Fire Next Time.'' Summary.

Commission for Racial Equality, London (England).

Pub Date-Mar 80

Note-29p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, Community Responsibility, *Community Services, *Disadvantaged Youth, Ethnic Discrimination, Foreign Countries, *Government Role, *Minority Groups, Public Policy, *Racial Relations, Social Problems, Urban Problems, *Youth Problems

Identifiers-*Great Britain

This booklet is a summary of a report on the problems facing ethnic minority youth in Britain's multi-racial society and the services responsible for meeting them. The introduction outlines some of the broad issues involved. Section 2, The Disadvantage of Urban Youth,'' describes the problems faced by minority youth in a racist city environment. Racial conflicts are addressed in Section 3, Youth in Racial Strife.'' Section 4, Types of Disadvantaged Youth,'' describes categories of young people (can cope,'' at risk,'' and alienated'') and delineates the concerns of each group. Services available for youth in the community are focused upon in Section 5, Black Youth and the Statutory Agencies.'' Section 6, The Policy and the Courts,'' describes the role of the police and courts in racial relations. Self-help projects are described in Section 7, Black Self Help.'' Section 8, A New Direction,'' provides a framework for the recommendations to the central government, local authorities, and the police and courts set forth in Section 9. (MK)

ED 187 804 UD 020 605

Morrison, Lionel

As They See It: A Race Relations Study of Three Areas from a Black Viewpoint.

Community Relations Commission, London (England).

Pub Date-Jun 76

Note-129p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Blacks, Community Involvement, Community Problems, Community Programs, Employment Opportunities, *Expectation, Housing Opportunities, *Immigrants, Interviews, *Opinions, *Racial Relations, Social Bias, Subcultures, Youth, Youth Problems

Identifiers-*Asians, Great Britain, *West Indians

The aim of this study was to establish from blacks themselves (the term blacks'' is used throughout the report as a collective for Asians, West Indians and Africans) answers to the following questions: why they left their country of origin, why they settled where they did, what were their expectations, what were and are their chances for employment and housing, what is their relationship with authority, to what extent do they participate in local activities, how do parents and youth relate, what are the problems facing black youth, how do they feel about the future, and what is their relationship with and opinions about local community relations councils. To gather information, 1,200 people were interviewed personally or via questionaire in three predominantly black areas in Great Britain. Findings are reported in tables of data and in the form of quotations from interview respondents. The data suggest the presence of two subcultural systems: black and white. The data also indicate that, relatively speaking, black people, especially the older ones, are less future oriented than white people and tend not to trust people they meet. (MK)

ED 187 805 UD 020 606

Payne, Charles

Implications from Learning Principles for Multi-Cultural Education.

Pub Date- 77
Note-18p.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Awareness, Educational Practices, *Educational Principles, Educational Psychology, Higher Education, Minority Group Children, *Multicultural Education, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Education, Teacher Response

The purpose of this paper is to discuss the cultural implications of eight learning principles identified by C.M. Charles in his book Educational Psychology: The Instructional Endeavor.'' The author states that in attempting to prepare teachers to function in a multicultural society, it is necessary to instill in them both a thorough knowledge of the nature of human beings and a thorough knowledge of how a different culture might influence the learning conditions of its members. The learning principles cited by the author address the learner's psychological needs; muscle growth and development; social and emotional maladjustment; the experiential basis of cognitive-psychomotor development; attitudes, interests, and values; the diversity of individuals within groups; instructional materials; and readiness levels. The author discusses both the theoretical and practical implications of each learning principle. Examples of activities which incorporate the principles into a multicultural framework are suggested. The author elaborates on implications by relating anecdotes from research and his own experiences which underscore the need for attention to the learning principles in multicultural educational settings. The author urges educators to remember that, as one studies all the integral parts that are involved in making individuals behave the way they do, it becomes obvious that teaching is a very complex task requiring knowledge from many different disciplines while at the same time requiring the ability to utilize this knowledge in the classroom. (MK)

ED 187 806 UD 020 610

Goodrich, Robert L. St. Pierre, Robert G.
Opportunities for Studying Later Effects of Follow Through.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-AAI-R-79-156
Pub Date-Dec 79
Contract-HEW-300-78-0443
Note-141p.; For related documents see UD 020 611-614.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Disadvantaged Youth, *Educational Research, *Longitudinal Studies, Outcomes of Education, Primary Education, *Program Effectiveness, *Research Needs, Student Participation
Identifiers-*Follow Through

This study assessed the feasibility of conducting relatively low cost later effects studies of Follow Through (FT) programs without extensive new data collection, relying instead on existing data resources including the national FT data base, sponsor and site data bases, school and community records, and potential new data collection of modest scope. Six data sets were selected as meeting the criteria (adequate sample size, availability of a wide range of measures, and good local comparison groups). The following research questions were identified as being suitable for study using existing data bases: (1) What are the causal relationships among academic achievement, IQ, process measures, and affective measures? (2) Do achievement effects associated with FT participation increase, decrease, or stabilize after program completion? (3) What is the relative importance of the current academic year and the child's previous academic history as determinants of academic success? (4) What are the causal relationships between academic performance and school attendance in and after FT? (5) What is the relationship between post-FT academic performance and length of FT participation? (6) Is it possible to predict post-FT patterns on different measuring instruments? (7) What differences in post-FT performance exist among different models at the same site? (Author/MK)

ED 187 807 UD 020 611

Goodrich, Robert L. St. Pierre, Robert G.

Opportunities for Studying Later Effects of Follow Through: Executive Summary.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-Feb 80
Contract-HEW-300-78-0443
Note-14p.; For related documents see UD 020 610-614.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Disadvantaged Youth, *Educational Research, *Longitudinal Studies, Outcomes of Education, Primary Education, *Program Effectiveness, *Research Needs, Student Participation
Identifiers-*Follow Through

This document summarizes a study designed to assess the feasibility of conducting relatively low cost later effects studies of Follow Through (FT) programs without extensive new data collection, relying instead on existing data resources including the national FT data base, sponsor and site data bases, school and community records, and potential new data collection of modest scope. Six data sets were selected as meeting the criteria (adequate sample size, availability of a wide range of measures, and good local comparison groups). Research questions that can be addressed by existing data bases were identified as follows: (1) What are the causal relationships among academic achievement, IQ, process measures, and affective measures? (2) Do achievement effects associated with FT participation increase, decrease, or stabilize after program completion? (3) What is the relative importance of the current academic year and the child's previous academic history as determinants of academic success? (4) What are the causal relationships between academic performance and school attendance in and after FT? (5) What is the relationship between post-FT academic performance and length of FT participation? (6) Is it possible to predict post-FT patterns on different measuring instruments? (7) What differences in post-FT performance exist among different models at the same site? (Author/MK)

ED 187 808 UD 020 612

Proper, Elizabeth C. St. Pierre, Robert G.

A Search for Potential New Follow Through Approaches; Part A: Characteristics Essential for Implementation within Follow Through.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-AAI-R-79-155

Pub Date-Dec 79

Contract-300-78-0443

Note-114p.; Some tables may be marginally legible due to small print. For related documents see UD 020 610-614.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Disadvantaged Youth, *Educational Methods, Evaluation Criteria, Methods Research, Primary Education, Program Descriptions, *Program Design, *Program Evaluation, *Program Implementation

Identifiers-*Project Follow Through

The original plans for the Follow Through (FT) program were to provide a program extending the Head Start community action model to the public schools which would serve all disadvantaged children. Because of the small budget allocation authorized by the Congress, the United States Office of Education reformulated FT as an experimental program of planned variation'' that was to introduce systematically a variety of educational approaches into kindergarten through third grade. The experiment was to determine the relative efficacy of each approach. Presently, FT is in a period of transition as it clarifies its future focus. This study consists of a search for potential new approaches and an assessment of the readiness of these approaches to be implemented within the FT program. This first part of a two-part report contains the methods used in identifying essential program characteristics, the characteristics themselves, the methods used to identify potential new sponsors, a summary of the potential sponsor's approaches, and a global assessment of their readiness for implementation. (Author/MK)

ED 187 809 UD 020 613

Proper, Elizabeth C. St. Pierre, Robert G.

A Search for Potential New Follow Through Approaches: Executive Summary.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-Feb 80

Contract-HEW-300-78-0443

Note-31p.; Some tables may be marginally legible due to small print. For related documents see UD 020 610-614.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Disadvantaged Youth, *Educational Methods, Educational Research, Evaluation Criteria, Methods Research, Primary Education, Program Descriptions, *Program Design, *Program Evaluation, *Program Implementation

Identifiers-*Follow Through

This paper summarizes a report on a search for potential new educational approaches and assesses the readiness of these approaches to be implemented within Follow Through (FT) programs. Evaluation of potential FT sponsoring agencies focused on program implementation and maintenance, rather than on effectiveness in improving student outcomes. Three types of approaches were studied: home-based, special populations, and school-based. Eighteen potential sponsors were selected for in-depth study. They represented three basic approaches to education: behaviorist, cognitive developmental, and psychodynamic. Agencies were evaluated in terms of program base, targeted special populations, number of years in operation, targeted age/grade groups, institutional type, and validation by the Joint Dissemination Review Panel of the Educational Division of the Department of Health, Education, and Welfare. Readiness of potential sponsors to implement FT programs was assessed through studies of programs currently being sponsored by the agencies. Abstracts of current programs are included. (MK)

ED 187 810 UD 020 614

Baltzell, D. Catherine And Others

A Search for Potential New Follow Through Approaches; Part B: Descriptions of Eighteen Potential Follow Through Approaches.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Dec 79

Contract-300-78-0443

Note-462p.; For related documents see UD 020 610-613.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Disadvantaged Youth, *Educational Methods, Evaluation Criteria, Methods Research, Primary Education, Program Descriptions, *Program Design, *Program Evaluation, *Program Implementation

Identifiers-*Project Follow Through

The original plans for the Follow Through (FT) program were to provide a program extending the Head Start community action model to the public schools which would serve all disadvantaged children. Because of the small budget allocation authorized by the Congress, the United States Office of Education reformulated FT as an experimental program of planned variation'' that was to introduce systematically a variety of educational approaches into kindergarten through third grade. The experiment was to determine the relative efficacy of each approach. Presently, FT is in a period of transition as it clarifies its future focus. This study consists of a search for potential new approaches to be implemented within the FT program. This second part of a two-part report presents detailed descriptions of eighteen approaches selected as candidates for sponsorship of FT programs. (Author/MK)

ED 187 811 UD 020 615

Ethnicity and the Thematic Commitment of Western Social Science.

City Coll. Research Foundation, New York, N.Y.

Pub Date- 75

Note-207p.; Document prepared by the Curriculum Development Program in Comparative Ethnicity Project.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Annotated Bibliographies, Economics, Education, *Ethnicity, Family (Sociological Unit), Immigrants, Religion, Social Psychology, *Social Sciences

This annotated bibliography was compiled for the development of curricular materials in comparative ethnicity. The introduction attempts to probe into the problem of the political and philosophical underpinnings of social science in a way that brings out the important implications of the sociology of knowledge of the social sciences in the context of ethnicity. Part II cites general and theoretical works pertaining to ethnicity in America. Part III, Ethnicity in Relation to American Social Institutions,'' contains citations on the relationship between ethnicity and politics, education, the family, religion, and the police. The works included in Part IV focus on the experience of immigrants to the United States. Part V cites works which address the social psychology of ethnicity. (Author/MK)

ED 187 812 UD 020 616

Ritterband, Paul

Crisis and Response: The Emergence of Modern Jewish Politics in Russia.

City Coll. Research Foundation, New York, N.Y.

Note-218p.; Not available in paper copy due to broken print. Document prepared by the Curriculum Development Program in Comparative Ethnicity Project.

Pub Type- Historical Materials (060) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anti Semitism, Chronicles, Group Unity, *History, *Jews, Migration, *Political Issues, Postsecondary Education, Primary Sources, *Quality of Life, Religious Discrimination, Secondary Education, Social Change, *Social Problems

Identifiers-Palestine, *Russia

This collection of documents examines the response of the Jewish people primarily in Russia but also in the West to the sociological and political crises of Tsarist Russia between the years 1800 and 1914. It emphasizes in particular the emergence and interaction of the two ideologies which formulated the most radical solutions to the Jewish question nationalism and socialism and the various forms of interaction and mutual influence between them. Through the use of contemporary documents it examines the new ways of looking at the Jewish dilemma which suddenly appeared in the years 1881-82, the growth of the Bundist movement in the years 1892-1904, and the Jewish response to the first Russian revolution (1904-1907). Included in the collection are diaries, correspondence, articles, conference proceedings, and speeches which have been edited and translated in order to give students the opportunity to become involved with documentary materials related to the emergence of the modern Jew. (Author/MK)

ED 187 813 UD 020 617

Goy, Peter

Slavs in America: A Selected Bibliography.

City Coll. Research Foundation, New York, N.Y.

Pub Date-75

Note-112p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Cultural Awareness, *Ethnicity, *Immigrants, Polish Americans, Political Attitudes, Social Attitudes

Identifiers-Croatian Americans, Czech Americans, Russian Americans, Serbian Americans, *Slavic Americans, Slovene Americans, Ukrainian Americans

This bibliography provides a survey of the literature on Slavic American ethnic groups. Material is included on the immigrant life experience, political and social development, and the contemporary resurgence of ethnic awareness. The first chapter cites materials on ethnicity in general, with special emphasis on Slavic groups. Chapters 2 through 5 provide references on individual Slavic groups: Croatians, Serbs, Slovenians, Czechs, Slovaks, Poles, Russians, and Ukrainians. References to books, pamphlets, periodical articles, masters theses, and doctoral dissertations are included. Attempts were made to include the works of notable scholars on each Slavic ethnic group. Brief annotations are provided for a few of the citations. (Author/MK)

Oakes, Jeannie

Tracking and Inequality Within Schools: Findings From a Study of Schooling.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Curriculum, *Educational Quality, English Instruction, Equal Education, *Heterogeneous Grouping, *Interpersonal Relationship, Language Arts, Peer Relationship, Secondary Education, Student Teacher Relationship, Teacher Attitudes, *Teaching Methods, *Track System (Education)

After reviewing the importance of understanding tracking in terms of academic achievement and educational inequality, this paper describes a study that explored the day to day educational experiences of students in tracked classes and in heterogeneously grouped classes. The investigation focused on curricular content, instructional practices, and social interactions at different track levels in secondary school English and language arts classrooms. In the paper, the theoretical basis of the study is discussed, sampling and data collection procedures are described, and the study's results are presented in detail. Some of the findings include: (1) conspicuous differences exist in the quantity of learning time provided to students at different track levels; (2) in terms of topics of instruction, cognitive levels of skills and learning activities, and non-cognitive behaviors mentioned by teachers as part of instructional content, pronounced differentiation occurred among the tracked classes; (3) teachers of higher track students were perceived to be more enthusiastic and clearer in their presentations than were lower track teachers; (4) distinct differences could be seen in the kinds of social relationships and interactions that characterize classes at different track levels. These findings are held to be consistent with the views of theorists who articulate the cultural reproduction notion of schooling. (Author/GC)

ED 187 815 UD 020 621

Campbell, Patricia B.

Student Interaction: The Importance of Race and Sex.

Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, Elementary Education, *Elementary School Students, Hispanic Americans, *Interpersonal Relationship, *Peer Relationship, *Racial Relations, *School Desegregation, *Sex Differences, Whites

Much of the research on interracial student interaction has been conducted in schools during the first years of forced desegregation, the data thus often reflecting tension laden situations. Another methodological problem with these studies is that sex differences have been analyzed only by comparing interactions among girls to those among boys, rather than examining cross-sex interactions. The study described in this paper sought to rectify these shortcomings by examining interaction patterns among 457 black, white and Hispanic elementary school children. The subjects were all from an urban, lower middle class, racially mixed area whose schools had been peacefully desegregated since before the oldest children in the sample (fifth graders) started school. Based on the data collected, it appears that girls and boys have different patterns of race and sex interactions. In addition, it appears that there is far more isolation in the elementary years by sex than by race. Children interact less with different sex children and these interactions are more likely to be negative. The relatively large amount of same sex interracial interaction may indicate that conclusions from studies conducted in recently desegregated schools should not be generalized to more stable settings. (Author/GC)

ED 187 816 UD 020 624

Gonzalez-Barcarcel, Sonia

The Effects of Migration on the Puerto Rican Self-Concept.

Pub Date-May 77
Note-36p.; M.S. Thesis, Queens College of the City of New York. Not available in paper copy due to broken print.
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Hispanic Americans, *Immigrants, *Language Dominance, Mental Health, *Puerto Ricans, *Self Concept, *Sex Differences, Spanish Speaking, Young Adults
Identifiers-Rosenberg Self Esteem Scale

After reviewing literature on Puerto Rican immigration and the mental health of Puerto Ricans residing in the mainland U.S., this paper describes a study conducted to determine the effects of migration on the self concept of forty young adult Puerto Ricans. Subjects were selected from an alternative high school in the Bronx, New York, and were administered the Rosenberg Self Esteem Scale in both English and Spanish. Nine measures of self concept were obtained. Data were analyzed by gender and by language dominance. No significant differences were found between English dominant and Spanish dominant subjects on any of the measures. However, on the sensitive to criticism index'' males reported themselves to be less sensitive to criticism than females. It is concluded that intercultural misunderstanding, and not migration, is responsible for problems in self esteem among Puerto Ricans. The questionnaire used in the study is appended to this paper. (Author/GC)

ED 187 817 UD 020 625

Payne, Charles

An Instrument for the Analysis of Teacher Education Textbooks, Courses, and Programs as Related to Multi-Cultural Education.

Pub Date- 75
Note-14p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Evaluation, Elementary Secondary Education, Ethnic Bias, Ethnic Studies, *Evaluation Criteria, Evaluation Methods, *Multicultural Education, *Program Evaluation, Teacher Attitudes, *Textbook Evaluation

The evaluation instrument presented in this paper is derived from an article by Asa Hilliard, The Essential Multicultural Content for Teacher Education.'' The nearly 100 questions in the instrument are designed to evaluate, for any book, course, or program, its reflection of cultural understanding, its potential for enhancing essential teaching and communication skills, and its potential for developing desirable teacher attitudes toward multicultural education and toward diverse ethnic groups. (GC)

ED 187 818 UD 020 630

Laffey, James M.

The Assessment of Involvement with School Work Among Urban High School Students.

Pub Date-Apr 80
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, Expectation, Goal Orientation, High Schools, Interviews, Measurement Techniques, *Motivation, Observation, *Participant Characteristics, *Participant Satisfaction, *Persistence, Self Esteem, *Student Participation, *Success, Urban Schools

This paper reports on a study of the involvement of high school students with instructional activities. It was hypothesized that student involvement depends on expectations for success, importance of the action to the achievement of success, and confidence that the action is appropriate for the achievement of success. Eighty-eight students enrolled in four urban secondary school social studies classes formed the study sample. Data collection techniques were systematic observation of on-task classroom behavior, student self-reports on perceptions and feelings cued by a random signal, examination of school and class records, and interviews with selected students. The results of the investigation are discussed including descriptions of regularities in student actions and testing hypotheses about how these actions are conceived, formulated, and executed in classrooms. Findings indicate a degree of regularity in student actions when successfully involved in tasks. Implications for understanding classroom motivation and for using a new technique for assessing classroom involvement are presented. (MK)

ED 187 819 UD 020 665

Southern Agrarian Heritage Learning Package. Teachers Manual.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
Pub Date- 77
Note-29p.; For related documents see UD 020 667 and UD 020 669.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cultural Background, Ethnic Studies, Farmers, Instructional Materials, *Multicultural Education, *Rural Farm Residents, Secondary Education, Social Studies, Teaching Guides, *Teaching Methods, United States History
Identifiers-*United States (South)

This teacher's manual is a guide to a learning package of materials dealing with the cultural and ethnic heritage of black and white rural Southern agrarians. Specific teaching strategies are detailed in a step-by-step fashion and revolve around three models of instruction, which involve teacher directed in class activities as well as self directed activities, with a role for the teacher as consultant or facilitator. The need to initiate ethnic heritage studies with content on the agrarian experience of the rural South is discussed. The manual also contains background information on the learning package program and materials, student learning objectives, teacher competencies, school policy and Georgia State high school requirements. (Author/MK)

ED 187 820 UD 020 667

Powell, Roberta

Ethnic Heritage: Supplemental Readings.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.

Note-168p.; For related documents see UD 020 665 and UD 020 669. Not available in paper copy due to reproducibility factors. Photographs may be marginally legible.

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cultural Awareness, *Cultural Background, Elementary Secondary Education, Ethnic Studies, Multicultural Education, Oral History, Photographs, Resource Materials, *Rural Farm Residents, Sharecroppers, *Social History

Identifiers-Southern Tenant Farmers Union, *United States (South)

These supplemental readings are part of a total packet of learning materials on the heritage of Southern agrarians. The readings are prefaced by a story of Southern life told in pictures. The primary source readings cover the following topics: (1) Farmers Unions, (2) Farm Tenancy, (3) Recovery Programs of the Roosevelt Administration, (4) Cotton Economy, (5) The Plantation Labor System, and (6) The Great Depression. (Author/MK)

ED 187 821 UD 020 669

Crouthamel, Willard Thrasher, Sue

Ethnic Heritage: Information Notebook.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.

Note-156p.; For related documents see UD 020 665 and UD 020 667. Not available in paper copy due to reproducibility factors. Guide developed by the Southern Agrarian Ethnic Heritage Project. Photographs may be marginally legible.

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cultural Awareness, *Cultural Background, Elementary Secondary Education, Ethnic Studies, Multicultural Education, Resource Materials, *Rural Farm Residents, Sharecroppers, Slavery, *Social History

Identifiers-*United States (South)

This Information Notebook is part of a total packet of learning materials on the heritage of Southern agrarians. It contains primary and secondary source readings and pictures describing the roots of Southern agrarians. It tells the story of people who lived in the rural South before, during, and following the Great Depression of the 1930s. The notebook is divided into eight sections: (1) Slavery, (2) Reconstruction, (3) Sharecropping and Tenancy, (4) Everyday Life, (5) Moving, (6) Southern Tenant Farmers Union, (7) New Deal, and (8) Technology. Some sections are followed by questions for discussion and recommended classroom activities. The notebook format was used to encourage students to include their own additional information, particularly materials that relate to their local settings. (Author/MK)

Corbett, H. Dickson, III Firestone, William A.

Constructing Case Studies on Educational Change for Policy Makers.

Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Mar 80
Note-30p.; Paper presented at the Ethnography in Education Research Forum (University of Pennsylvania, Philadelphia, PA, March, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, Educational Administration, *Educational Research, *Ethnography, Planning, *Policy Formation, *Research Design, Research Methodology, *Research Utilization

The popularity of using qualitative, or ethnographic, research methods to improve educational practices is increasing. However, an examination of how research findings are translated into policy is necessary to assess accurately the extent to which this goal can be realized. This paper assesses the efficiency of four strategies for increasing research use in policy making: enlightenment-transfer, engineering-transfer, enlightenment-transaction, and engineering-transaction.

Enlightenment'' and engineering'' are labels used to describe basic and applied research design. Transfer'' and transaction'' describe methods of disseminating research information. It can be concluded that qualitative researchers interested in having research incorporated into policy would be best advised to use either of the two transfer strategies and concentrate on improving the kind and form of information they present. Guidelines for researchers for facilitating the incorporation of research into policy are presented. An example of an attempt to direct research to policy makers, illustrating additional difficulties faced by qualitative researchers, is provided. (Author/MK)

ED 187 823 UD 020 695

White, Caroline

Hispanics in the United States and Their Mental Health.

Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (8th, LaCrosse, WI, April 23-27, 1980).
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation, *Cultural Differences, *Hispanic Americans, *Mental Health, Mental Health Clinics, *Mental Health Programs, Psychiatric Services, Psychological Services, *Social Environment, Social Influences

A positive self image is necessary for good mental health, yet societal influences have a negative impact on the self esteem of Hispanic people living in the United States. Hispanics are caught between the cultural poles of the values of the Hispanic community and the demand for acculturation into the dominant society. Adverse influences on Hispanic mental health come from societal service structures as well as societal pressures to conform and adapt. Problems have been reported on Hispanic interaction with Anglos in Anglo-dominated social services. As a result, Hispanic communities have tended to develop their own informal network of social services rather than use existing programs. Cultural differences between patients and mental health service workers can affect both the diagnosis and treatment of mental illness. The structure of mental health service programs, as well as personal climate, human warmth, and interest, should be considered in the development of such programs. Pressures and influences which have worked against the realization of Hispanic potential need to be corrected. An important step will be educating Hispanics for professional careers so they can meet the necds of the ethnic community and serve the needs of the whole society. (MK)

Lewis, Marvin A.

Social and Political Concerns in Nuyorican Literature.

Pub Date- 80
Note-19p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (8th, LaCrosse, WI, April 23-26, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Authors, Autobiographies, Drama, Fiction, *Hispanic American Literature, *Hispanic Americans, Poetry, Politics, *Puerto Rican Culture, *Puerto Ricans, Social Environment, Urban Environment, *Urban Problems
Identifiers-*New York (New York)

This study examines several genres of Nuyorican literature (works by and about Puerto Ricans in New York) in an effort to demonstrate how authors interpret the political and social contexts of their environment. Works analyzed are the dramas Short Eyes'' and The Sun Always Shines for the Cool'' by Miguel Pinero and Noo Jork'' and The FM Safe'' by Jaime Carrero; an autobiography, Nobody's Hero,'' by Lefty Barretto; a novel, In Nuevo York,'' by Nicholas Mohr; and a collection of poetry, La Carreta Made a U-Turn,'' by Tato Laviera. The authors interpret the New York milieu in the five boroughs but with primary emphasis on El Barrio. The political statements of Nuyorican literature are revealed as being critical of the manner in which the United States government creates situations which make people dependent, stifle growth, and aid in individual destruction through crime, poverty, drugs, and a lack of self worth and morality. The major social themes addressed include New York City and its impact on individuals, the barrio experience, and a critical attitude toward Anglo society. The writers all express displeasure with their society. They are unanimous in their portrayal of a human condition in desperate need of improvement. (Author/MK)

ED 187 825 UD 020 709

Alum, Rolando A., II

Ritual Kinship in a Dominican Republic Plantation.

Pub Date-Dec 76

Note-53p.; Paper presented at the Annual Meeting of the Caribbean Studies Association (3rd, Port of Spain, Trinidad, January 11-13, 1977). Not available in paper copy due to broken print.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Traits, Ethnic Relations, *Extended Family, Family Characteristics, Foreign Countries, *Intergroup Relations, Rural Family, *Rural Farm Residents, Social Structure, *Sociocultural Patterns

Identifiers-Compadrazgo, *Dominican Republic, *Godparents

This paper presents an anthropological description of compadrazgo'' (cogodparenthood) as a sociocultural institution in a state owned sugar cane plantation in the southeastern part of the Dominican Republic. The enthnohistory of the compadrazgo cultural complex is outlined and the institution's roots in ancient Europe before its establishment in contemporary Latin America are described. In addition, relevant theoretical and ethnographic literature on compadrazgo is reviewed. It is concluded that: (1) compadrazgo in the community studied does not completely correspond with the model reported for the Dominican society at large, due to the distinctive subculture of rural cane workers; (2) intra class horizontal compadres' choice making in a single social class enclave need not imply a coincidence with reciprocal symmetry in the social exchange of the ensuing interpersonal relationships, since there are differences in expectations among the actors' involved; (3) compadrazgo provides functional devices for social control, though its function in integrating ethnically dissimilar groups (Haitians and Dominicans, for example) is limited; (4) the maximization of compadres' selection is relative; and (5) compadrazgo operates in a systematic and normative fashion and deviations may be predicted and explained in terms of socioeconomic and cultural factors. (Author/GC)

Ability
Social Control Theory and Delinquency: A Multivariate Test.
ED 186 791
bility Identification
Going Beyond Early Identification.
ED 187 450
Program for Academically Talented Students.
ED 186 850
boriginal People
The Education of Australian Aboriginal Children in Cross-Cultural Context.
ED 187 058
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Investigations in Science Education, Vol. 6, No. 2. Expanded Abstracts and Critical Analyses of Recent Research .
ED 187 575
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ED 186 576
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America's Small Schools.
ED 187 508
An Analysis of Selected Cognitive Style Dimensions Related to Mathematics Achievement, Aptitude, and Attitudes of Two-Year College Students.
ED 187 564
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ED 187 490
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ED 187 032//
A Comparative Study of Reading Success and Grade Point Average of Westark Community College Freshman Nursing Students.
ED 187 418
A Comparison of the Self-Descriptions of High School Completion (GED) Dropouts and Persisters.
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A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
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ED 187 270
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Student Mediating Responses in Teaching Effectiveness. Final Report.
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Teachers' Beliefs in Their Own Control of Factors Influencing the Academic Achievement of Students.
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Validation of Distributive Education Curriculum Manual.
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Academic Aptitude
Aptitude-Treatment Interaction Effects of Variations in Direct Instruction.
ED 187 690
First Grade Minimum Skills Testing of German and American Children. Prufen der 1. Klasse grundschulerischen Minimalgeschicklichkeiten von deutschen und amerikanischen Kindern.
ED 186 878
Academic Learning Time
Significant Instructional Features in Bilingual Education.
ED 187 488
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Articles on Library Instruction in Colleges and Universities, 1876-1932. No. 143.
ED 187 330
Student Use of the Libraries at DePauw University.
ED 187 335
The 1979 Directory of College and University Libraries in New York State with Statistical Data for FY 1978. Twelfth Edition.
ED 187 344
Academic Persistence
An Examination of the Characteristics of Voluntary College Stopouts, Dropouts and Transfers.
ED 187 274
Graduation Rates of Freshmen Who Entered Indiana University-Bloomington Between 1970-1974. Research Report Number 18.
ED 187 2[illegible]1
Persistence of Fall 1977 Transfers to CSULA: First Report. Research Study Number 80-5.
ED 187 399
Undergraduate Leavers and Persisters at Berkeley: Results of a Telephone Survey Conducted in Spring 1979.
ED 187 294
Academic Rank (Professional)
Employment of Humanities Ph.D.'s: A Departure from Traditional Jobs.
ED 187 289
Systematic Analysis and University Decision Making: The Case of Sexual Equity. ASHE Annual Meeting 1980 Paper.
ED 187 211
Academic Standards
Requirements for the Ph.D. A Policy Statement.
ED 187 280
State Activity: Minimal Competency Testing.
ED 187 715
Through the Open Door: Quality and Equality of Education for Language Differentiated Students.
ED 187 413
Academically Gifted
An Alternative for the College-bound Senior: CEEB-AP or College Courses.
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Program for Academically Talented Students.
ED 186 850
Acceleration
Program for Academically Talented Students.
ED 186 850
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ED 187 490
Criticisms of Traditional Postsecondary School Admissions Criteria: A Search for Alternatives. Occasional Paper No. 1.
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ED 187 237//
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ED 187 241
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ED 187 268
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Prevention of Child Accidents at Home.
ED 187 479
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ED 187 760
Disadvantaged Student Grant Program for Illinois Public Community Colleges for FY 1979 FY 1980.
ED 187 362
Marginal Products of the Survey and Principles of Economics Courses: Empirical Information for Curriculum Decision Making.
ED 187 393
Achievement Tests
Computerized Adaptive Performance Evaluation: Final Report, February 1976 through January 1980.
ED 187 760
In-Level versus Out-of-Level Testing of Sixth Grade Special Education Students.
ED 187 725
Local Uses of Title I Evaluations.
ED 187 727
Mathematics Achievement Test Project. Technical Manual.
ED 187 531
A Perspective on the Uses and Misues of Standardized Achievement Tests.
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Activism
Involvement in Student Life: Students at the University of Malaya.
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The Kent State Coverup.
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Adjective Check List (Gough and Heilbrun)
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ED 186 750
Thoughts on Androgyny for the Counseling Psychologist.
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Adler (Alfred)
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Budgetary Control Procedures for Institutions.
ED 187 277//
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The Agony of Change. Junior College Resource Review.
ED 187 382
Continuing Education Mergers: The Results of a Community College Reorganization Survey.
ED 187 359
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Academic Culture.
ED 187 186
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Annual Report to the Governor, Nebraska Coordinating Commission for Postsecondary Education, July 1, 1978 June 30, 1979.
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Establishing a State Outdoor Education Association: The New York Model.
ED 187 499
Information on the Board of Governors and Chancellor's Office.
ED 187 404
A Survey of Management Tasks Performed by Day Care Center Directors.
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Administrative Policy
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A Constitution for Danish Libraries.
ED 187 309
Patent and Copyright Policies at Selected Universities.
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ED 187 382
The Community College President: A Contemporary Janus.
ED 187 402
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ED 187 031
The Characteristics of Instructional Materials for Competency-Based Education: Perceptions of Instructors, Administrators, and Instructional Designers.
ED 186 638
Educator Perceptions of Student Discipline.
ED 187 006
The Liberal Arts As Viewed by Faculty Members in Colleges and Schools of Business: 1958-1976.
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Liberal Arts College Presidents: How They Perceive Their Students, Faculties, and Colleges.
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Administrator Education
The Administrative Internship: Current Trends.
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Halfway House Management: A Curriculum Planning Resource Guide.
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A Pilot Study: Priorities in Administrative Needs and Program Services for Community and Area Technical Colleges. Emphasis on Large Urban Areas.
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ED 186 978
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Administrator Responsibility
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ED 187 701
The Business Manager in the Independent School.
ED 187 013
Administrator Role
At the Pleasure of the Board. The Service of the College and University President.
ED 187 217//
Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage One Manual: Preparing for Change.
ED 186 988
The Business Manager in the Independent School.
ED 187 013
Changing Role of the Principal in California. An Education Planning Center Report. Revised.
ED 186 982
The Community College President: A Contemporary Janus.
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Student Loan Collection Procedures.
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At the Pleasure of the Board. The Service of the College and University President.
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A Survey of Management Tasks Performed by Day Care Center Directors.
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Adolescent Development
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Cognitive-Perceptual Factors in the Political Alienation Process: A Test of Six Models.
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Distinguishing Facts From Fictions: Television's Influence on Adolescents' Knowledge of Law Enforcement.
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ED 187 678//
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Continuing Education Mergers: The Results of a Community College Reorganization Survey.
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Economic Aspects of Women Returning to School.
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Learning to Listen: A Guide to Methods of Adult Nonformal Education.
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Survey of Employees' Interest in Continuing Education: A Survey of Salaried Employees and Hourly Wage Employees at Sealed Power Corporation, Muskegon, Michigan.
ED 187 355
A Taxonomy of Voluntary Associations in Atlantic Canada.
ED 186 632
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ED 187 173
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Andragogy: Implications for Secondary and Adult Education Programs.
ED 186 627
Independent, Self-Directed Learners in American Life: The Other 80 Percent of Learning.
ED 187 240
Learning to Listen: A Guide to Methods of Adult Nonformal Education.
ED 186 680
Adult Literacy
Adult Literacy Program Handbook: A Compilation of Reading Academy Program Experiences.
ED 186 774
Adult Reading Programs
Adult Literacy Program Handbook: A Compilation of Reading Academy Program Experiences.
ED 186 774
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ED 187 233
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ED 187 297
Re-Entry: A Handbook for Adult Women Students.
ED 187 215
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ED 187 419
Adult Vocational Education
Vocational Services Expansion Project. End-of-the-Project-Report, 1975-78. Volume I.
ED 186 624
Vocational Services Expansion Project. End-of-the-Project-Report, 1975-78. Volume II Appendices.
ED 186 625
Adults
Education's Lasting Influence on Values.
ED 187 642//
The Relationship between Levels of Cognitive Development and Ego Development in Adult Women.
ED 187 461
Vocational Education and Mid-Career Change. Information Series No. 198.
ED 186 761
Advanced Courses
Science Education in Two-Year Colleges: Chemistry.
ED 187 397
Advanced Placement Examinations (CEEB)
An Alternative for the College-bound Senior: CEEB-AP or College Courses.
ED 187 287
Advanced Placement Programs
An Alternative for the College-bound Senior: CEEB-AP or College Courses.
ED 187 287
Adventure Education
Legal Liability Adventure Activities.
ED 187 500
Utilizing Adventure Education to Rehabilitate Juvenile Delinquents.
ED 187 501
Advertising
Gender Advertisements.
ED 187 633//
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Effectiveness of Postsecondary Vocational Education Advisory Councils.
ED 186 630
Handbook for Advisory Committees in Occupational Education at Walla Walla Community College.
ED 187 370
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ED 187 009
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The Doctor Fox Effect: A Paired Lecture Comparison of Lecturer Expressiveness and Lecture Content.
ED 187 179
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ED 187 226
Project Ranger Curriculum Guide.
ED 187 485
Teaching Emotionally Disturbed Students to Count Feelings.
ED 187 060
Venture Beyond Stereotypes. A Workbook for Teachers Concerned about Sex-Role Stereotyping.
ED 187 673
Affective Measures
Emphasizing and Measuring Affective Outcomes in an Introductory Gerontology Course.
ED 186 787
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Utilizing Adventure Education to Rehabilitate Juvenile Delinquents.
ED 187 501
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ED 187 616//
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ED 187 159
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